

Revised: 06/20/08	ARIZONA DEPARTMENT OF EDUCATION GUIDELINE & PROCEDURE	NO. EX - 23
SUPERSEDES:		SHEET 1 of 67 (See attached)
SUBJECT: Career & Technical Secondary Guidelines		FILING INSTRUCTIONS (Guidelines & Procedures Manual) Section: External As item: EX - 23

I. PURPOSE

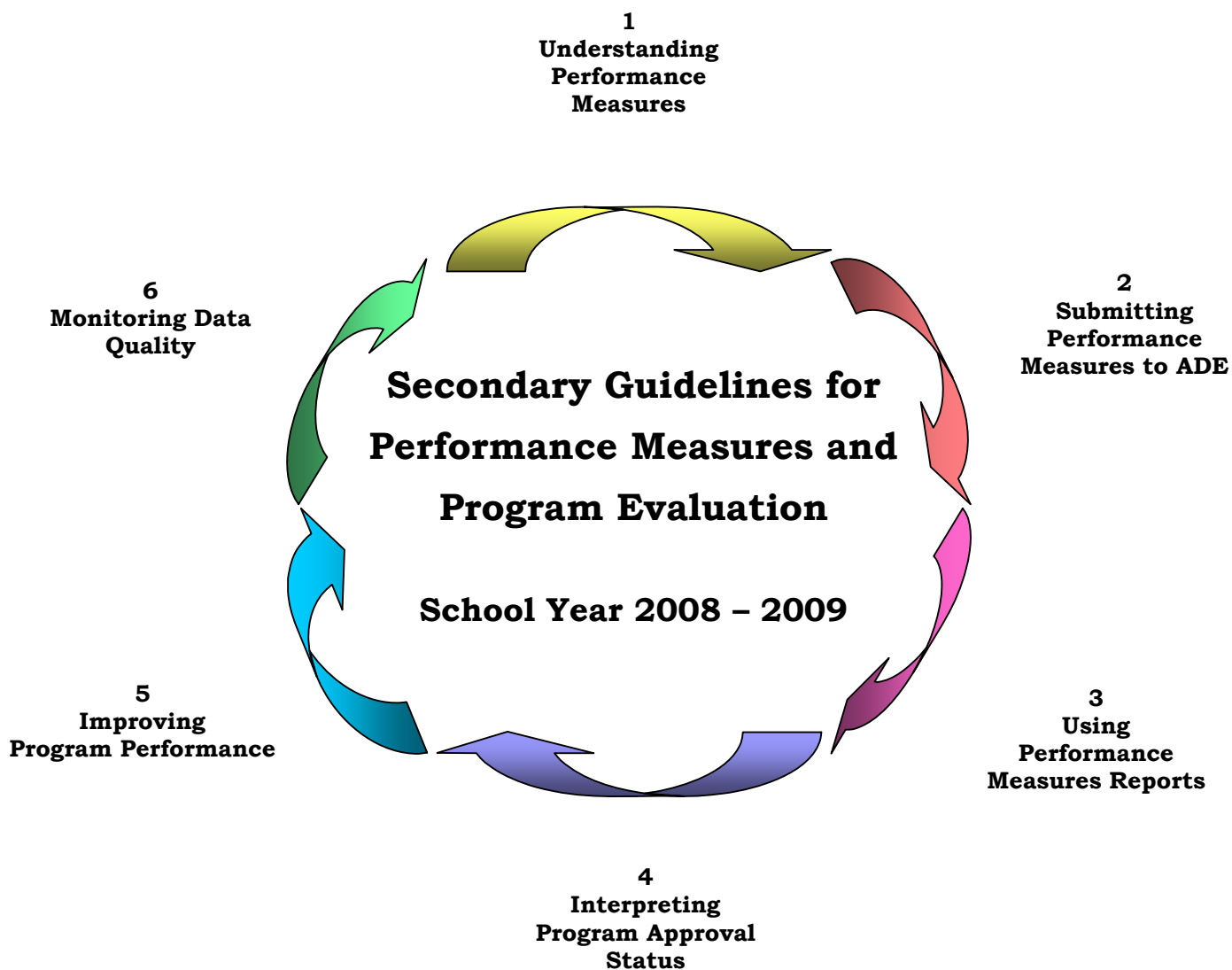
- The purposes of the SY08-09 Secondary Guidelines are to serve as an overview of Performance Measures reporting requirements and provide sufficient information in order to continuously improve Career and Technical Education (CTE) programs. The Secondary Guidelines are updated annually and include the newest performance measure updates.

II. GUIDELINE/PROCEDURE

- See Attached



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction



July 18, 2008

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200 COPIES PRINTED, TOTAL PRINTING COST \$552.21 PRINTING COST PER COPY \$2.76

Printed in Phoenix, Arizona, by the Arizona Department of Education

CAREER AND TECHNICAL EDUCATION IN ARIZONA

VISION

Ensure a dynamic workforce by fully developing every student's career and academic potential

MISSION

Prepare Arizona students for workforce success and continuous learning

CORE VALUES

- Strengthening expectations for challenging academic and technical rigor in Career and Technical Education programs.
- Increasing partnerships with postsecondary community colleges to provide a smooth transition in all Career and Technical Education program areas.
- Investing in professional development for Career and Technical Education teachers to result in positive outcomes
- Maximizing career development opportunities for students at all instructional levels through increased collaboration with academic teachers.
- Expanding community partnerships with business and industry to develop a premier workforce preparation system.
- Preparing students for high wage/high demand occupations and career pathways to enhance the competitive edge and economic development in Arizona.
- Promoting the Arizona Workplace Standards for all students.
- Showcasing innovative and exemplary practices in quality Career and Technical Education programs that include the following elements:
 - Industry validated standards
 - Integration of academic skills
 - Work-based learning opportunities
 - Articulation with postsecondary
 - Industry partnerships
 - Leadership and personal development

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Introduction

The purposes of the SY08-09 Secondary Guidelines are to serve as an overview of Performance Measures reporting requirements and provide sufficient information in order to continuously improve Career and Technical Education (CTE) programs. The Secondary Guidelines are updated annually and include the newest performance measure updates.

There are three documents designed to assist in Performance Measure reporting:

- SY2008-2009 Online Technical Assistance Basic Grant and Data Reporting Handbook (distributed annually at the Summer Conference in Tucson, Arizona), available at <http://www.ade.az.gov/cte/EnrollRptgSvc.asp> under User Manuals
- April 2007 Secondary CTE Resource Handbook, *The Handbook*, available at <http://www.ade.az.gov/cte/careerpathways/Handbook/>
- SY08-09 Secondary Guidelines (this book), available at <http://www.ade.az.gov/cte/DIG/> under The Guidelines

This book has been designed as a “user friendly” resource for CTE administrators, local evaluation teams and CTE teachers. The guidelines will help the reader become acquainted with the local and State accountability requirements under the Carl D. Perkins Career and Technical Education Act of 2006. This guide will help users to:

- Understand Performance Measures
- Organize concentrator and placement data
- Report 2009 concentrator and 2008 placement records
- Access 2009 performance results from the ADE web page
- Use performance results to evaluate program performance
- Monitor data quality

The Arizona State Board of Education approved a State accountability system that measures CTE program performance using a series of Performance Measures. The Perkins Act emphasizes state and local accountability. It establishes comparable student definitions and measurements for all CTE programs and is based on expectations that student performance will improve each year. This continuous improvement is expected in six core areas of emphasis, including:

- Academic standards attainment
 - Reading
 - Math
- Technical skill attainment
- School completion (Graduation and GED)
- Graduation rates
- Placement rates and
- Nontraditional students
 - Participation
 - Completion

Career and Technical Education thanks Penny Legge for her outstanding work in editing this document. For additional information regarding the contents of this document, contact Penne Legge at (602) 364-2470 or Penny.Legge@azed.gov.

Overview of CTE Approved Programs

“Approved” and “active” programs are synonymous terms describing programs eligible to participate in State Block Grant and Federal Perkins funding. This guidance document defines an approved program as having these criteria:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at <http://www.ade.az.gov/cte/CurriculumFramework/> or in the “Codes and Titles” section of the April 2007 Secondary CTE Resource Handbook, *The Handbook*, available at: <http://www.ade.az.gov/cte/careerpathways/Handbook/>.
2. Teaches all the State-designated program “standards” (See definition page 53 of this publication)
3. Specified on the current CTE Program List (See page 55 of this publication)
4. Taught by an appropriately certified teacher per CTE certification requirements, available in the April 2007 Secondary CTE Resource Handbook, *The Handbook*, available at: <http://www.ade.az.gov/cte/careerpathways/Handbook/>.
5. Evaluates program performance annually (see page 37 of this publication) and meets or exceeds established State Performance Measures
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at: <http://www.ade.az.gov/cte/guides/>*
7. Requires student participation and career exploration for grades 7-9
8. Requires Career & Student Organization (CTSO) affiliation for all students appropriate for the programmatic area.



* An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program. Work-based learning methods include cooperative education and internships. Both methods have eligibility requirements.

Section 1

Understanding Performance Measures

Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006 requires that each State establish a performance accountability system to “assess the effectiveness of the State in achieving statewide progress in career and technical education and to optimize the return of investment of Federal funds in career and technical education activities”.

The Arizona accountability system must address Federal and State data collection requirements and may change each year as new requirements are implemented. Expected levels of State performance must be reviewed annually for each Performance Measure noted on page 7 of this document.

The State Adjusted Level of Performance (SALP) is a measurable and quantifiable indicator of performance negotiated between the Arizona Department of Education (ADE) and the Office of Vocational and Adult Education (OVAE). Each district will have a District Level of Performance (DLP). All districts combined must attain the SALP for each measure, which increases annually or must make substantial improvement toward attaining the SALP.

Calculation

The purpose of Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006 is to establish and support local performance accountability systems that assess the effectiveness and optimize the return of investment in CTE activities in Arizona. Districts will be informed of the levels of performance for each indicator. Reports will be available for each of the eight Performance Measures for:

- the entire district (combines all programs at all schools)
- the district, by program (combines same programs at all schools)
- each school (combines all programs at each school)
- each school, by program

Performance Measures are calculated using concentrator, placement and program enrollment data collected by CTE and AIMS and GED data. A concentrator identified as a Federal Record, must have the minimum number of Carnegie Units required by each program to be included in the calculation of Performance Measures.

In the event a district's level of performance does not meet SALP, a district may request to negotiate a Local Level of Performance (LALP) for any of the Performance Measures. The instructions and forms used to request a LALP can be found at <http://www.ade.az.gov/cte/PerkinsAcct.asp>.

Failure to submit required Performance Measures information will impact district funding.

Definition of a Concentrator

Performance Measures are based on concentrator data. A concentrator is a secondary student who has transcribed two (2) or more Carnegie Units/credits in a State-designated sequence in an approved Career and Technical Education program.

The Carnegie Units/credits must be in a single Career Preparation program as outlined in the April 2007 Secondary CTE Resource Handbook.

Carnegie Units Required for 2009 Programs

CIP	2009 CTE Program List	Minimum Number of Carnegie Units in State Designated Sequence of Instruction for 2008-2009
01.0100	Agricultural Business Management - Agriscience	3
10.0200	Audiovisual Technology	2
10.0300	Graphic Communications	3
12.0400	Cosmetology	2
12.0500	Culinary Arts	2
13.1200	Education and Training: Education Professions	2
13.1210	Education and Training: Early Childhood Education	2
15.0000	Engineering Sciences	3
15.0300	Electronic Technology	3
15.0600	Industrial Manufacturing	3
15.1200	Information Technology	2
15.1300	Drafting and Design Technology	2
43.0100	Law, Public Safety and Security	2
43.0200	Fire Science	2
46.0200	Carpentry Technologies	3
46.0300	Electrical and Power Transmission Technology	3
46.0400	Construction Technologies	3
46.0500	Plumbing Services	2
47.0100	Telecommunications Maintenance and Installers	3
47.0200	Heating/Air Conditioning Maintenance	2
47.0600	Automotive Technologies	3
48.0500	Welding Technology	3
49.0200	Heavy Equipment Operations	2
50.0100	Performing Arts	3
51.0600	Dental Assisting	2
51.0800	Allied Health Services	2
51.0900	Diagnostic and Intervention Technologies	2
51.1000	Biomedical Health Technologies	3
51.1500	Mental and Social Health Services	2
51.1600	Nursing Services	2
51.3500	Therapeutic Massage	2
52.0200	Business Management and Administrative Services	3
52.0300	Accounting and Related Services	3
52.0800	Financial Services	3
52.0900	Hospitality Management	2
52.1800	Marketing, Management and Entrepreneurship	2
52.1900	Design and Merchandising	2

Secondary Core Indicators and Levels of Performance SY08-09

Indicator 1.



Academic Attainment

Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3). [Sec. 113(b)(2)(A)(i)]

Performance Measure 1S1	49.1% of CTE program concentrators who leave secondary education in the reporting year will meet or exceed all the State reading standards as assessed by the AIMS test.
Performance Measure 1S2	40.5% of CTE program concentrators who leave secondary education in the reporting year will meet or exceed all the State math standards as assessed by the AIMS test.

Indicator 2.



Technical Skill Attainment

Student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate. [Sec. 113(b)(2)(A)(ii)]

Performance Measure 2S1	65% of CTE program concentrators who completed the State-designated sequence of instruction who took and passed technical skill assessments that are aligned with industry-recognized standards and who, in the reporting year, left secondary education.
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Indicator 3.



High School Completion

Student attainment rate for a secondary school diploma or a General Education Development (GED) credential or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities). [Sec.113(b)(2)(A)(iii)]

Performance Measure 3S1	76% of CTE concentrators who left secondary education during the reporting year and earned diplomas or GED's. [Sec.113(b)(2)(A)(iv)].
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Indicator 4.



High School Graduation

Student attainment of a secondary schools diploma or its recognized equivalent, proficiency credential in conjunction with a secondary school diploma or a postsecondary degree or credential. [Sec.113(b)(2)(A)(iv)]

Performance Measure 4S1	76% of CTE program concentrators who leave high school due to graduation.
--------------------------------	--

Indicator 5.



Placement

Student placement in postsecondary education or advanced training, in military service or in employment. [Sec.113(b)(2)(A)(v)]

Performance Measure 5S1	50% of CTE concentrators who left secondary education during the reporting year, graduated and were placed in postsecondary education or advanced training, in the military service or employment in the second quarter following the program year in which they left secondary education. Unduplicated placement status for CTE concentrators who graduated by June 30, 2008 will be assessed between October 1, 2008 and December 31, 2008.
--------------------------------	--

Indicator 6.
**Nontraditional
Participation**

Student participation in and completion of career and technical education programs that lead to nontraditional fields. [Sec. 113(b)(2)(A)(vi)]

Performance Measure 6S1	21.5% of enrollment in nontraditional CTE programs will be nontraditional genders.
Performance Measure 6S2	10% of CTE program concentrators from underrepresented gender groups who completed the State-designated sequence of instruction who took and passed technical skill assessments that are aligned with industry-recognized standards and who, in the reporting year, left secondary education.

Performance Measures 1S1 and 1S2 Academic Skill Attainment

Core indicator one in Perkins states that students must attain State-established challenging academic content standards and academic achievement standards. AIMS scores obtained from SAIS records at ADE are used to measure academic achievement for Performance Measures 1S1 and 1S2.

All academic standards are in the process of being crosswalked to the CTE standards. CTE teachers are expected to support, expand and deliver identified academic standards.

Measure 1S1: Academic Reading Attainment

Numerator: Number of CTE concentrators who meet or exceed all the reading standards measured on the AIMS test

Denominator: Number of CTE concentrators who take the test

Measure 1S2: Academic Math Attainment

Numerator: Number of CTE concentrators who meet or exceed all the math standards measured on the AIMS test

Denominator: Number of CTE concentrators who take the test

Additional Results: Academic Writing Attainment

Although not a required Performance Measure, AIMS writing results will continue to be made available on Performance Measures reports. Districts will not be held accountable for AIMS Writing Attainment.

Numerator: Number of CTE concentrators who meet or exceed all the writing standards measured on the AIMS test


Denominator: Number of CTE concentrators who take the test

Matching AIMS Scores to CTE Students

The following steps explain how AIMS scores are matched:

1. Match all CTE concentrators with AIMS data by SAIS ID
2. Look for a match based on CTDS (County/Type/District/School code), name and DOB
3. Look for a match based on name, DOB and students who are in the placement table with a particular CTDS (from the middle column in the AIMS Match document) that match with a CTDS from the AIMS table (CTDS in the right hand column)
4. Match first name, last name, DOB and gender
5. Match First name and first 3 letters of last name, DOB and gender
6. Match first 3 letters of first name and last name, DOB and gender
7. Match last name, first name, gender, district, DOB off by +/- 1 year or +/- 1 day

Performance Measure 2S1 Technical Skill Attainment

 Core indicator two in Perkins measures student achievement on technical assessments that are aligned with industry-recognized standards and are used to measure technical skill attainment. To be included in the calculation of Technical Skill Attainment, a student must be a concentrator who completed the State-designated sequence of instruction and took and passed the State-adopted technical assessment. Districts will be expected to require secondary Concentrators who have completed the State-designated sequence of instruction in a CTE Program to take the online assessment as part of their course requirement. Since this is a new concept for teachers and students, Arizona expects to begin in 2008-2009 with 60 percent of the CTE Concentrators participating in the online assessment for identified programs. Arizona intends to increase this percentage annually.

Numerator: Number of CTE concentrators who completed the State-designated sequence of instruction then took and passed the technical skills assessment and left secondary education in the reporting year.

Denominator: Number of CTE concentrators who completed the State-designated sequence of instruction and then took the technical skills assessment and left secondary education in the reporting year.

Performance Measure 3S1 Secondary School Completion

The student rate of completion for a secondary school diploma or a GED is a Performance Measure calculated by the ADE using CTE high school graduates and GED data. Concentrator data will be matched to GED data obtained from the Division of Adult Education at the ADE to determine the concentrators who obtained a GED.

Numerator: Number of CTE concentrators who earned a regular secondary school diploma or GED

Denominator: Number of CTE concentrators who left school

Performance Measure 4S1 Graduation

Another core indicator of performance, required by Section 113 of Perkins, is student graduation rate. This Performance Measure is determined by the number of concentrators who graduated and the total number of concentrators reported.

Numerator: Number of CTE concentrator graduates and were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(c)(vi) of the ESEA

Denominator: Number of CTE concentrators who left school

Performance Measure 5S1

Secondary Placement

A follow-up survey is conducted on all high school CTE graduates that left school by June 30, 2008. Concentrators are surveyed between October 1, 2008 and December 31, 2008 to determine their current placement status. Concentrator records are updated with placement information to the CTE Online System.

For the purposes of Placement Performance Measure 5S1, a concentrator is considered "placed" if that student is in postsecondary education or advanced training, employment or military service in the reporting year. The placement, for purposes of the Federal Measure, need not be related to the student's high school CTE program.

Numerator: Number of concentrators placed

Denominator: Number of concentrators reported in the prior year

State placement funding is generated by CTE concentrators. Funding is distributed for an unduplicated Federal or State concentrator record of a graduate who is placed in:

- Related postsecondary education or advanced training
- Active military duty in a related program
- Employment in a program related position

The form on the following page is a sample form that reflects required data elements and is available at <http://www.ade.az.gov/cte/PerkinsAcct/GPSForm.pdf>.

Secondary 2009 Graduate Placement Survey Form

A. DEMOGRAPHIC INFORMATION: CTDS #: - - - School:	Program CIP: Program: SAIS ID:
<input type="checkbox"/> Program Concentrator <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> DISBL <input type="checkbox"/> LEP <input type="checkbox"/> EcA <input type="checkbox"/> SP <input type="checkbox"/> NO	Student Name: Street: City: State: ZIP:

Type of Contact:	
<input type="checkbox"/> Mail <input type="checkbox"/> Phone <input type="checkbox"/> In Person	Phone (optional): ()
Other (please specify): Other text here	

B. FORM COMPLETED BY:	
<input type="checkbox"/> Graduate <input type="checkbox"/> Family Member <input type="checkbox"/> Other (Please specify below: teacher, aide, etc.) Other text here	Are you returning from a religious mission? <input type="checkbox"/> YES <input type="checkbox"/> NO If Yes, what year did you graduate from high school? <input type="checkbox"/> 2006 <input type="checkbox"/> 2007 <input type="checkbox"/> 2008

C. PLACEMENT INFORMATION: (Please check all that apply):

	YES	NO
1. Are you enrolled in SCHOOL or enrolled in an APPRENTICESHIP PROGRAM?	<input type="checkbox"/>	<input type="checkbox"/>
a. School Name:		
b. Does either of these relate to the skills learned in the program listed above?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are you in the MILITARY?	<input type="checkbox"/>	<input type="checkbox"/>
a. What branch of the military?		
b. Does your job directly relate to the skills learned in the program listed above?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are you WORKING?	<input type="checkbox"/>	<input type="checkbox"/>
a. Does your job directly relate to the skills learned in the program listed above?	<input type="checkbox"/>	<input type="checkbox"/>
b. If you are working, please provide the following:		
Employer/Business Name:		
Street:		
City:	State:	Zip:
Phone (optional): ()	FAX (optional): ()	
Supervisor/Contact Person:		

Performance Measures 6S1 and 6S2 Nontraditional Participation and Completion

Nontraditional training and employment refers to occupational training or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in the workforce. CTE programs are designated as “nontraditional” based on the 2006 versions of the Nontraditional Occupations and 2000 Classification of Instructional Programs Crosswalk prepared by the National Alliance for Partnerships in Equity (NAPE) published in June, 2007. Programs designated as Nontraditional on the enclosed list will remain nontraditional throughout the duration of Perkins IV.

In SY08-09 the following programs are designated as gender neutral:

CIP	Program
10.0300	Graphic Communications
12.0500	Culinary Arts
13.1200	Education and Training: Education Professions
15.1200	Information Technology
50.0100	Performing Arts
51.0900	Diagnostic and Intervention Technologies
51.1000	Biomedical Health Technologies
52.0200	Business Management and Administrative Services
52.0300	Accounting and Related Services
52.0800	Financial Services
52.0900	Hospitality Management
52.1800	Marketing, Management and Entrepreneurship

Nontraditional enrollment assistance and training is available. Numerous nontraditional resources are available from ADE. For more information contact Jeanne Roberts at (602) 364-2211 or email Jeanne.Roberts@azed.gov.

Measure 6S1: Nontraditional Participation

Numerator: Number of nontraditional CTE participants enrolled in a nontraditional program

Denominator: Number of CTE participants enrolled in a nontraditional program

Measure 6S2: Nontraditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups who completed the State-designated sequence of instruction then took and passed the technical skills assessment in a program that leads to employment in nontraditional fields and left secondary education in the reporting year.

Denominator: Number of CTE concentrators who completed the State-designated sequence of instruction and took an assessment in a program that leads to employment in nontraditional fields and left secondary education in the reporting year.

Programs Designated as Nontraditional

CIP Code	SY 2008-2009	Nontraditional Gender
01.0100	Agricultural Business Management – Agriscience	Female
10.0200	Audiovisual Technology	Female
10.0300	Graphic Communications	*
12.0400	Cosmetology	Male
12.0500	Culinary Arts	*
13.1200	Education and Training: Education Professions	*
13.1210	Education and Training: Early Childhood Education	Male
15.0000	Engineering Science	Female
15.0300	Electronic Technology	Female
15.0600	Industrial Manufacturing	Female
15.1200	Information Technology	*
15.1300	Drafting and Design Technology	Female
43.0100	Law, Public Safety and Security	Female
43.0200	Fire Science	Female
46.0200	Carpentry Technologies	Female
46.0300	Electrical and Power Transmission Technology	Female
46.0400	Construction Technologies	Female
46.0500	Plumbing Services	Female
47.0100	Telecommunications Maintenance and Installers	Female
47.0200	Heating/Air Conditioning Maintenance	Female
47.0600	Automotive Technologies	Female
48.0500	Welding Technology	Female
49.0200	Heavy Equipment Operation	Female
50.0100	Performing Arts	*
51.0600	Dental Assisting	Male
51.0800	Allied Health Services	Male
51.0900	Diagnostic and Intervention Technologies	*
51.1000	Biomedical Health Technologies	*
51.1500	Mental and Social Health Services	Male
51.1600	Nursing Services	Male
51.3500	Therapeutic Massage	Male
52.0200	Business Management and Administrative Services	*
52.0300	Accounting and Related Services	*
52.0800	Financial Services	*
52.0900	Hospitality Management	*
52.1800	Marketing, Management and Entrepreneurship	*
52.1900	Design and Merchandising	Male

*Note: * - The program is designated as gender neutral.*

Based on new and expanded 2006 versions of the Nontraditional Occupations and 2000 Classification of Instructional Programs Crosswalk prepared by the National Alliance for Partnerships in Equity (NAPE) – June, 2007
These guidelines are to be utilized throughout the duration of Perkins IV

For additional information on understanding Performance Measures, refer to the SY2008-2009 Online Technical Assistance Basic Grant and Data Reporting Handbook available at <http://www.ade.az.gov/cte/EnrollRptgSvc.asp> in the User Manuals section.

Section 2

Submitting Performance Measures to ADE

Submitting a Concentrator Record

High schools report CTE concentrator data to the Arizona Department of Education (ADE) annually. The Concentrator Report is compiled at the end of the school year and due by June 23 each year. The information reported includes names and other relevant information for:

- Active programs listed in a school's Program Profile Table, available at <http://www.ade.az.gov/PerfMeasures/splash.asp>) and
- Students who left during the current year because they graduated, dropped out, were suspended, expelled, completed requirements for graduation but did not pass AIMS, passed AIMS but did not complete requirements for graduation, who were absent for unknown reasons or whose status is unknown. The following leave codes will be reported:

2009 Leave Codes	
Codes	Description
E1, SE, SC, SA	Still in School
W3	Expelled
W4	Absence
W5, W12, W13, C, A	Dropout
W7, G	Graduated
W11	GED

G = Graduated: Student completed course of study requirements and passed AIMS

C = Completed course of study requirements; did not pass AIMS

A = Attended, did not complete course of study requirements or pass AIMS

SE, SC, SA = Still in School Status

Effective programs produce concentrators and placements on an annual basis. Failure to submit concentrator reports will impact funding. All of the fields are mandatory. Concentrator information includes:

- School CTDS
- Name of School
- Fiscal Year
- Program Number
- Program Name
- Student Name
- Birth date
- Gender
- Race
- Leave Code
- SAIS ID
- Special Population Information
- Number of Carnegie Units Earned
- Student Took Assessment?
- Student Passed Assessment?
- Concentrator Report Date (auto fill)

Online concentrator reports are available at: <http://www.ade.az.gov/PerfMeasures/splash.asp>.

For additional information, refer to the SY2008-2009 Online Technical Assistance Basic Grant and Data Reporting Handbook available at <http://www.ade.az.gov/cte/EnrollRptgSvcs.asp> in the User Manuals section.

Submitting Data for Alternate Enrollment Scenarios

A student who attends an alternate enrollment scenario is one who attends CTE courses offered at another campus. A student may begin taking courses in a program at the school of residence and proceed to take additional levels of courses in the same program offsite or take the entire coherent sequence of courses offsite. An offsite campus might be another high school within the same district, Joint Technical Education District (JTED), skill center or college campus.

A school may have students enrolled in various enrollment scenarios. To determine the scenario that applies, read each description below:

- Students enroll in a program or program option offered at a JTED Central Campus. Course and program enrollment, concentrators and placements are reported by the home school as articulated to the JTED Central Campus. All active programs will be reflected in the JTED's Central Campus Program Profile Table and the home school Program Profile Table. Courses will show at the home school as articulated to the JTED Central Campus. Feeder courses can be taught at the home school or JTED satellite school and will show on the Coherent Sequence as being taught at the home school or JTED satellite school.
- Students enroll in a program or program option offered at EVIT¹ Main Campus. Course and program enrollment, concentrators and placements are reported at the EVIT Main Campus. The programs will be active on the EVIT Program Profile Table, and the Coherent Sequence will show all courses being offered in each program at EVIT Main Campus.
- Students enroll in a CTE program at the school of residence that articulates to a postsecondary public/private institution. The school of residence reports course and program enrollment, concentrators and placements. All active programs will be reflected in the Program Profile Table of the school of residence. This program will show courses as articulated in the Coherent Sequence of Courses.
- Students enroll in a course at another high school campus. A school of residence offers some courses in that program, but sends the student to another campus for upper level courses. The school of residence reports course and program enrollment, concentrators and placements. All active programs will be reflected in the Program Profile Table in both the school of residence and the offsite campus. This shared program will show courses being taught at the school of residence and courses articulated in the Coherent Sequence of Courses.
- Students enroll in a program not offered at the school of residence, but offered offsite. The school of attendance reports course and program enrollment, concentrators and placements. All active programs will be reflected in the Program Profile Table at the school of attendance. The Coherent Sequence of Courses will be documented at the school of attendance.

Several of these scenarios may apply to different groups of students. These scenarios will assist in setting up district records.

¹ Although EVIT is a JTED, it is different in that it has a Basic Grant and must provide data as it relates to The Perkins Act of 2006.

Submitting a Placement Survey

A student may be reported as a concentrator in multiple programs. The Placement Survey is due by April 15. It is required for all active programs listed in a school's Program Profile Table. Graduates reported as a concentrator are a potential placement in the online reporting system. Failure to submit placement data will impact funding.

Placement information includes:

- Fiscal Year of Graduation (2008)
- Unique county, school type, district and school number (CTDS)*
- Name of School*
- Fiscal Year*
- Classification of Instructional Program (CIP) program number*
- Student's name*
- Student's birth date*
- Gender*
- Student's address
- Phone number
- Designation of student as a concentrator* or completer*
- Contact Type
- Description of Contact if Other
- Who Completed the Survey Form
- Leave Code*
- Federal/State record indicator*
- Special Population Designation*
- Religious Mission Information
- Placement Information for School/Apprenticeship, including postsecondary school name
- Military, including military branch
- Working, including employer name, address, phone number, supervisor

* Data in these fields is carried forward from prior concentrator files.

For additional information, refer to the SY2008-2009 Online Technical Assistance Basic Grant and Data Reporting Handbook available at <http://www.ade.az.gov/cte/EnrollRptgSvcs.asp> in the User Manuals section.

Section 3

Using Performance Measures Reports

A variety of reports summarizing local performance on the Career and Technical Education Performance Measures are compiled annually from enrollment, concentrator and placement reports.

These reports are a valuable resource to use with administrators, teachers and advisory committees. Districts should use these reports to determine program approval status.

Program Profile Table

When a high school submits a Notification of Intent (NOI) to offer a CTE program, the program is added to the Program Profile Table as “Received New”. After the program has been reviewed by the State Supervisor it is listed on the Program Profile Table as “Provisionally Approved” or “Approved”. The school is eligible to participate in State and Federal funding. Schools report CTE course and program enrollment, concentrators and placement data to ADE for all active programs. A school’s Program Profile Table is accessed on the ADE CTE website at: <http://www.ade.az.gov/PerfMeasures/splash.asp>. A sample Program Profile table is on the next page.

There are two sections in the Program Profile Table for each school:

- The top section lists Active Programs.
- The bottom section lists Inactive Programs. These programs have been assigned a withdrawal date.

If a program at a school is “Provisionally Approved” or “Approved” in the Program Profile Table in the top section, that school is responsible for reporting course and program enrollment, concentrators and placements. Any program in the inactive section will not report course or program enrollment, but concentrators may be reported in the following year and placements may be reported for two years after the inactive date.

The inactive section of the Program Profile Table shows programs that the school withdrew or CTE withdrew. A program that is inactivated by CTE cannot be re-activated until at least one year of non-funding and all essential elements are met and approved by the State Supervisor.

The NOI Status tells whether the program is active. The following legend gives the meaning of each status:

NOI Status	Description
Received New	A new NOI has been received
Provisional Approval	The State Supervisor has provisionally approved this program <ul style="list-style-type: none">• One or more of the essential elements for the program are missing or is close to being met
Approved	All essential elements are in place and the program has been approved
Withdrawn by District	A program is withdrawn by the district
Withdrawn by ADE	A program is withdrawn by ADE/CTE due to: <ul style="list-style-type: none">• State Supervisor recommendation• Performance Measure deficiencies
Received Existing	An NOI is received for a program that is currently inactive but was previously active or an NOI has been submitted for a new Option
Reapproved	An NOI has been approved for a program that was previously active

All Most Recent Birth Date and Most Recent Inactive Dates are reflective of the fiscal year in which they became active or inactive. An NOI Status of Received New will not generate enrollment funding until the program has been reviewed by the appropriate State Supervisor and the status is changed to Provisional Approval or Approved.

Program Profile for SAMPLE HIGH SCHOOL

CTDS : 07-05-16-201 Program Information					
	Program/Option Name	NOI Status	Birth Fiscal Year	Inactive Fiscal Year	Action
	-Select a Program-	-Select a Status-			SaveProg
		-Select a Status-			SaveOpt
Active Programs					
Program Number	Program/Option Name	NOI Status	Most Recent Birth Date	Most Recent Inactive Date	Action
510800	Allied Health Services	Approved	7/1/2004		Delete
510800	- Sports Medicine & Rehabilitation Svs - Opt D	Approved	7/1/2007		Delete
100200	Audio/Visual Technology	Approved	7/1/2006		Delete
100200	- Electronic Journalism - Opt A	Approved	7/1/2007		Delete
520200	Business Mgmt & Admin Services	Approved	7/1/2005		Delete
460400	Construction Technologies	Reapproved	7/1/2007		Delete
131210	Early Childhood Education	Reapproved	7/1/2004		Delete
131200	Education Professions	Approved	7/1/2004		Delete
151200	Information Technology	Approved	7/1/2006		Delete
151200	- Computer Maintenance - Opt A	Approved	7/1/2007		Delete
151200	- Network Technology - Opt B	Approved	7/1/2007		Delete
151200	- Software Development - Opt C	Approved	7/1/2007		Delete
430100	Law Public Safety and Security	Approved	7/1/2004		Delete
521800	Marketing Management and Entrepreneurship	Reapproved	7/1/2004		Delete
521800	- Professional Sales and Marketing - Opt A	Approved	7/1/2007		Delete
511600	Nursing Services	Approved	7/1/2005		Delete
Inactive Programs					
Program Number	Program/Option Name	NOI Status	Most Recent Birth Date	Most Recent Inactive Date	
520300	Accounting and Related Services	Withdrawn by District	7/1/1995	6/30/2004	Delete
010300	Agriscience	Withdrawn by District	7/1/1995	6/30/2001	Delete
460200	Carpentry Technology	Withdrawn by District	7/1/2004	6/30/2006	Delete
120400	Cosmetology	Withdrawn by District	7/1/1995	6/30/2002	Delete
120500	Culinary Arts	Withdrawn by District	7/1/1995	6/30/2002	Delete
151300	Drafting and Design Technology	Withdrawn by District	7/1/1995	6/30/2001	Delete
150300	Electronic Technology	Withdrawn by District	7/1/1995	6/30/2001	Delete
520800	Financial Services	Withdrawn by District	7/1/1995	6/30/2002	Delete
520900	Hospitality Management	Withdrawn by District	7/1/1995	6/30/2001	Delete

Profile History

The Profile History shows the history of a program at a high school. When a program has been Inactivated more than once, the birth dates and inactive dates show on the Profile History. A school's Profile History is accessed on the ADE CTE website at: <http://www.ade.az.gov/PerfMeasures/splash.asp>. See a sample Profile History below.

Profile History for SAMPLE SCHOOL

CTDS : 12-34-56-222 Program Information					
Active Programs					
Program Number	Program/Option Name	NOI Status	Received Date	Birth Date	Inactive Date
510800	Allied Health Services	Approved	07/01/2004	7/1/2004	
510800	- Sports Medicine & Rehabilitation Svcs - Opt D	Approved	06/02/2008	7/1/2007	
100200	Audio/Visual Technology	Approved	07/01/2006	7/1/2006	
100200	- Electronic Journalism - Opt A	Approved	06/02/2008	7/1/2007	
520200	Business Mgmt & Admin Services	Approved	07/01/2005	7/1/2005	
460400	Construction Technologies	Reapproved	07/01/2007	7/1/2007	
460400			07/01/1995	7/1/1995	6/30/2001
131210	Early Childhood Education	Reapproved	07/01/2004	7/1/2004	
131210			07/01/1995	7/1/1995	6/30/2001
131200	Education Professions	Approved	07/01/2004	7/1/2004	
151200	Information Technology	Approved	07/01/2006	7/1/2006	
151200	- Computer Maintenance - Opt A	Approved	06/02/2008	7/1/2007	
151200	- Network Technology - Opt B	Approved	06/02/2008	7/1/2007	
151200	- Software Development - Opt C	Approved	06/02/2008	7/1/2007	
430100	Law Public Safety and Security	Approved	07/01/2004	7/1/2004	
521800	Marketing Management and Entrepreneurship	Reapproved	07/01/2004	7/1/2004	
521800			07/01/1995	7/1/1995	6/30/2001
521800	- Professional Sales and Marketing - Opt A	Approved	06/02/2008	7/1/2007	
511600	Nursing Services	Approved	07/01/2005	7/1/2005	
Inactive Programs					
Program Number	Program/Option Name	NOI Status	Received Date	Birth Date	Inactive Date
520300	Accounting and Related Services	Withdrawn by District	07/01/1995	7/1/1995	6/30/2004
010300	Agriscience	Withdrawn by District	07/01/1995	7/1/1995	6/30/2001
460200	Carpentry Technology	Withdrawn by District	07/01/2004	7/1/2004	6/30/2006
120400	Cosmetology	Withdrawn by District	07/01/1995	7/1/1995	6/30/2002
120500	Culinary Arts	Withdrawn by District	07/01/1995	7/1/1995	6/30/2002
151300	Drafting and Design Technology	Withdrawn by District	07/01/1995	7/1/1995	6/30/2001
150300	Electronic Technology	Withdrawn by District	07/01/1995	7/1/1995	6/30/2001
520800	Financial Services	Withdrawn by District	07/01/1995	7/1/1995	6/30/2002
520900	Hospitality Management	Withdrawn by District	07/01/1995	7/1/1995	6/30/2001

Types of Secondary Performance Measures Reports

Performance Measures are compiled annually from concentrator and placement reports. A variety of reports summarizing local performance are available when you log into the Arizona Career and Technical Education webpage.

Report Type	Information Provided within Report	1) Where Report is Located 2) Multiple Data Category Options
<i>District Reports</i>		
(A) Performance Measures Program Results Graph	Bar graph representation of local versus State-level performance broken down by program	1) Under Reporting – Results Graph 2) Available by District or School, Single Program or All Programs
(B) Performance Measures Program Results	Text chart representation of local versus State-level performance broken down by program on the district level	1) Under Reporting – District Reports – Program Results 2) Available by District or School, Single Program or All Programs
(C) School-Level Program Improvement Planning Summary	Program improvement issues identified based on district-compiled performance	1) Under Reporting – District Reports – Performance Improvement Planning Summary 2) Available by District or School, Single Program or All Programs
(D) Performance Measures Summary for District Programs	Summary of Performance Measure attainment broken down by program	1) Under Reporting – District Reports – Performance Measures Summary 2) Available by District or School, Single Program or All Programs
(E) School Program Performance Measures Results for All Student Groups	Breakdown of Performance Measure attainment by student and Special Population group	1) Under Reporting – District Reports – Results for All Student Groups 2) Available by District or School, Single Program
(F) Performance Measures School Program Results for Special Populations	Breakdown of Special Populations by gender	1) Under Reporting – District Reports – Special Population Results 2) Available by District or School, Single Program or All Programs or All Programs Rolled Up
(G) CTE District Data Snapshot	Concentrator/Completer data and AIMS performance data overview on the district level	1) Under Reporting – District Reports – District Data Snapshot 2) Available by District
<p>It is possible to study program performance at several levels. For example, you can study an individual program at a single school or compare the same program at every school or a single program total compiled from all schools. Many reports look the same, but the totals change according to what is studied. To easily identify the unit of study for each printed report, use the symbol printed in the report title. These symbols are</p> <p>▼ School Program ♦ District Compiled Program ≡ School ● Whole District</p>		

Quick Instructions for Accessing Online Local Performance Reports

Access the ADE web page at: www.ade.az.gov

1. Click on **Programs**
2. Click on **Career & Technical Education**
3. Click on **Performance Measures**
4. Click on **Concentrator and Placement Online System**

Or access the CTE website login page directly at <http://www.ade.az.gov/PerfMeasures/splash.asp>

To Login: Use the district's **User ID and Password** (available from your Local CTE Director/Coordinator)

To access the **Program Profile Table:**

1. Click on **Administrative** in the upper left corner
2. Click on **Program Profile**
3. Select the **School** or **CTDS**

To access other reports:

For **(A)-Performance Measures Program Results Graph**

1. Click on **Reporting** along the left side of the screen
2. Click on **Result Graph**
3. Select the **Fiscal Year**
4. Select either **District** or **School** breakdown
5. Select either **Single Program** or **All Programs** breakdown

For **(B)-Performance Measures Program Results**

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Program Results** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select either **Single Program** or **All Programs** breakdown

For **(C)-Program Improvement Planning Summary**

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Program Improvement Planning Summary** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select either **Single Program** or **All Programs** breakdown
7. The results will be emailed to you

For **(D)-Performance Measures Summary**

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Performance Measures Summary** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select either **Single Program** or **All Programs** breakdown

For **(E)-Performance Measures Results for All Student Groups**

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Results for All Student Groups** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select program for single report

For **(F)-Performance Measures Results for Special Populations**

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select **Special Population Results** from the drop-down menu
5. Select either **District** or **School** breakdown
6. Select either **Single Program**, **All Programs** or **All Programs Rolled Up** breakdown

For **(G)-CTE District Data Snapshot**

1. Click on **Reporting** along the left side of the screen
2. Click on **District Reports**
3. Select the **Fiscal Year**
4. Select the **District Data Snapshot**

To create another report, use the **Back** option in the left hand of the tool bar until you get the option (program, school, district or report) you want to change.

To Receive the Report: The system creates a portable document format file (PDF using Acrobat Reader) for each report. Each report is created to your specifications, so please wait while the report is processing. This may take a few minutes, depending on the amount of information you requested. A link will appear. Click on the link. When you see the report you can print it, save it or close it as with any other file.

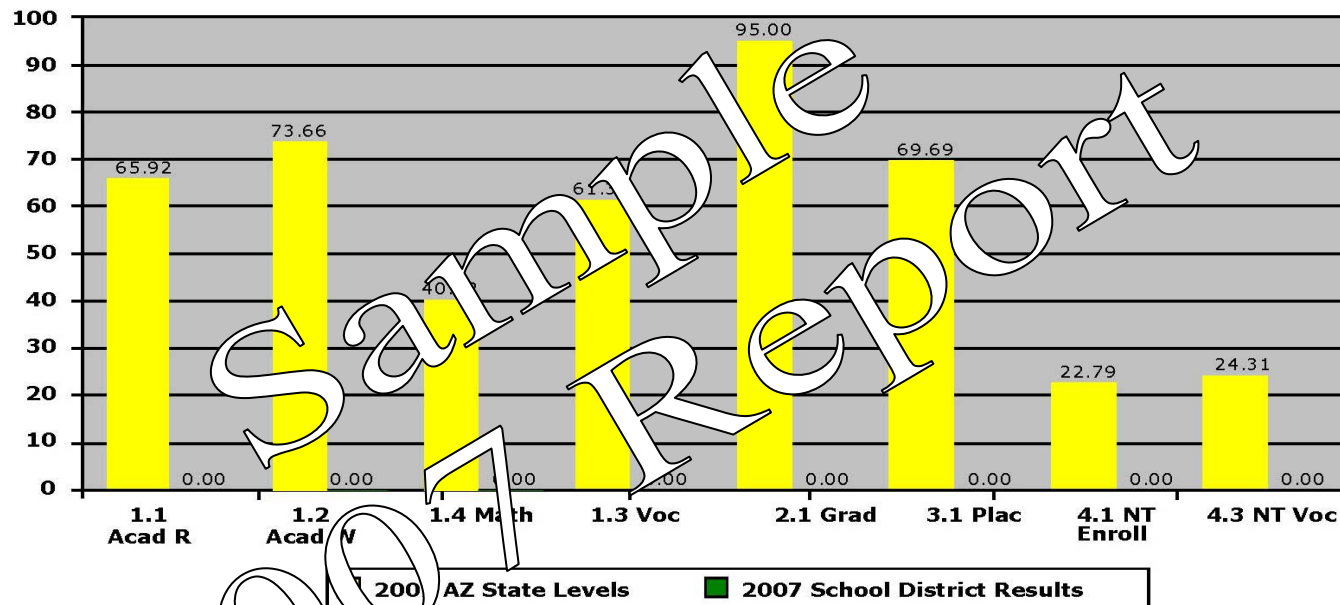
(A)-Performance Measures Program Results Graph

Arizona 2007 Performance Measures Compiled Program Results

District: CTD:

Date: September 05 2007

Program Name: Agricultural Business Management - CIP: 01.0100 (NT-F) ♦



(NT(M) or NT-F) = Nontraditional for Males or Nontraditional for Females
 (TP) = Identified as a Tech Prep Program on Enrollment Report
 ♦ = Compiled District Program

(B)-Performance Measures Program Results

Arizona 2007 Performance Measures Compiled Program Results	
CTD: 	District:
Page 1 of 2	
Date: 09/05/2007	CIP: 15.1300 (NT-F) ♦
Program Name: Drafting and Design Technology (TP)	

Measure 1.1 Academic Reading Attainment

N. Number of concentrators who meet or exceed all the reading standards measured on the AIMS test	8	Local Performance:	66.67%
D. Number of concentrators who take the test	12	State Level of Performance:	65.92%
			Meet State Level of Performance? Y

Measure 1.2 Academic Writing Attainment

N. Number of concentrators who meet or exceed all the writing standards measured on the AIMS test	8	Local Performance:	66.67%
D. Number of concentrators who take the test	12	State Level of Performance:	73.66%
			Meet State Level of Performance? N

Measure 1.4 Academic Math Attainment

N. Number of concentrators who meet or exceed all the math standards measured on the AIMS test	11	Local Performance:	91.67%
D. Number of concentrators who take the test	12	State Level of Performance:	40.32%
			Meet State Level of Performance? Y

Measure 1.3 Technical Skill Attainment

N. Number of completers	9	Local Performance:	75%
D. Number of concentrators	12	State Level of Performance:	61.39%
			Meet State Level of Performance? Y

Performance Measure 2.1 Graduation

N. Number of Graduates	12	Local Performance:	100%
D. Number of Concentrators Who Left School	12	State Level of Performance:	95%
			Meet State Level of Performance? Y

N. = Formula Numerator

D. = Formula Denominator

(NT-M) or (NT-F) = Nontraditional for Males or Non-traditional for Females

Note: Program has no nontraditional classification if this abbreviation does not appear.

(TP) = Identified as a Tech Prep Program on Enrollment Report

♦ = Compiled District Program

09/05/2007

(C)-Program Improvement Planning Summary

≡ ≡ ≡

Final 2007 School-Level Program Improvement Planning Summary

≡ ≡ ≡

Report by CTE Program

This report calculates school results using December 2007 final concentrator and placement data for Active programs only.

Arizona Department of Education CTE Division

DISTRICT DATA QUALITY IMPROVEMENT ISSUES IDENTIFIED					
Address ALL DISTRICT LEVEL ISSUES Identified Below:					
District Name	C-T-D No.	School Name	On-Time Reporting	Accurate Reporting	Identifying Special Pops
			Late 2005 100C		

PROGRAM IMPROVEMENT ISSUES IDENTIFIED BASED ON DISTRICT COMPILED PERFORMANCE											
PERFORMANCE MEASURES						ESSENTIAL ELEMENTS					
PM 1.1 Academic Reading	PM 1.2 Academic Writing	PM 1.3 Vocational Proficiency	PM 1.4 Academic Math	PM 2.1 Secondary Diploma	PM 3.1 Completer Placement	PM 4.1 Nontrad Participation	PM 4.3/4.4 Nontrad Completion	Deliver a Coherent Sequence of Instruction	Deliver A/JL Program Competencies	Employ Properly Certified CTE Instructors	Inactive Program Candidate?
510800 Allied Health Sciences											
502200 Audio/Visual Technology											
520200 Business Mgmt & Admin Services											
						5 yrs at zero concentrators	5 yrs at zero concentrators				

9/5/2007 9:51:47 AM

(D)-Performance Measures Summary

Arizona 2007 Performance Measures Summary for 	
CTDS: Date: 09/05/2007	District: Page: 1 of 4

Performance Measure	1.1 Academic Reading Attainment	1.2 Academic Writing Attainment	1.4 Academic Math Attainment	1.3 Technical Skill Attainment	2.1 Secondary Diploma	3.1 Completer Placement	4.1 & 4.2 Nontrad Enrollment	4.3 & 4.4 Non-trad Technical Skill
State Adjusted Level of Performance (SALP)	65.92%	73.66%	40.32%	61.39%	95%	69.69%	22.79%	24.31%
Program	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?	Meet SALP?
52.0300	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Accounting and Related Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	0%	0%	0%	0%	0%	0%	N/A	N/A
52.0400 (NT-M)	N	N	N	N	Y	N/A	N/A	N/A
Administrative Information Services	<	<	<	<	+	+	N/A	N/A
	0%	0%	0%	0%	100%	100%	0%	0%
01.0300 (NT-F)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Agriscience (TP)	0%	0%	0%	0%	0%	0%	0%	0%
51.0800 (NT-F)	Y	Y	Y	Y	Y	Y	Y	Y
	+	+	+	+	+	+	+	+
Allied Health Services (TP)	100%	94.44%	94.44%	72.22%	100%	100%	47.5%	61.54%
52.0200	Y	Y	Y	Y	Y	N	N/A	N/A
	+	+	+	+	+	<	N/A	N/A
Business Mgmt & Admin Services	92.31%	97.61%	2.31%	84.62%	100%	55.56%	N/A	N/A
46.0400 (NT-F)	Y	Y	Y	N	Y	N/A	N/A	N/A
	+	+	+	<	+	N/A	N/A	N/A
Construction Technologies	100%	100%	100%	0%	100%	0%	0%	0%

N/A = Not Available, zero performance prevents calculating results

NA = Not Applicable, is not a designated nontraditional program

(NT-M) or (NT-F) = Nontraditional for Males or Nontraditional for Females

Note: Program has no nontraditional classification if this abbreviation does not appear

(TP) = Identified as a Tech Prep program on Enrollment Report

☒ = School Data

(E)-Performance Measures Results for All Student Groups

Arizona 2007 School Program Performance Measures Results for All Student Groups		
District: 	CTD: 	Page 1 of 3
School: 	Date: 09/05/2007	▼
Program: Allied Health Services (TP)	CIP: 51.0800 (NT-F)	

Measure 1.1 Academic Attainment

Population	Number of Students in the Denominator	Number of Students in the Numerator	State Adjusted Level of Performance	Actual Level of Performance	Meet State Level of Performance?
GRAND TOTAL	18	18	65.92	100	Y
Male	8	8		100	Y
Female	10	10		100	Y
American Indian	1	1		100	Y
Asian	0	0		0	N
Black/African Amer	1	1		100	Y
Hispanic/Latino	8	8		100	Y
White	8	8		100	Y
Disabled	1	1		100	Y
LEP	0	0		0	N
Econ Disadvantaged	0	0		0	N
Acad Disadvantaged	2	2		100	Y
Single Parent	0	0		0	N
Nontraditional	10	10		100	Y
TECH PREP	18	18		100	Y

Measure 1.3 Vocational Attainment

Population	Number of Students in the Denominator	Number of Students in the Numerator	State Adjusted Level of Performance	Actual Level of Performance	Meet State Level of Performance?
GRAND TOTAL	18	13	61.39	72.22	Y
Male	8	5		62.5	Y
Female	10	8		80	Y
American Indian	1	1		100	Y
Asian	0	0		0	N
Black/African Amer	1	1		100	Y
Hispanic/Latino	8	6		75	Y
White	8	5		62.5	Y
Disabled	1	0		0	N
LEP	0	0		0	N
Econ Disadvantaged	0	0		0	N
Acad Disadvantaged	2	2		100	Y
Single Parent	0	0		0	N
Nontraditional	10	8		80	Y
TECH PREP	18	13		72.22	Y

NA - Not Applicable, is not a designated nontraditional program
 (NT-M) or (NT-F) = Nontraditional for Males or Nontraditional for Females
 (TP) = Identified as a Tech Prep Program on Enrollment Report
 ▼ = Single Program Data

(F)-Performance Measures Results for Special Populations

Arizona 2007 Performance Measures School Program Results for Special Populations				
CTDS: 		District: 		
School: 		Date: 09/05/2007		
Program Name: Allied Health Services (TP)		CIP: 51.0800 (NT-F)		

Total Student Population	Total	% Male	%Female	Comment
October Enrollment	1798	49.94	50.06	
CTE Program Enrollment	40	52.5	47.5	
Concentrators	18	44.44	55.56	
Completers	13	38.46	61.54	
Placement	1	100	0	

Disabled Population	Total	% Male	%Female	Comment
Oct Spec Ed Enrollment	200	63	37	
Spec Ed CTE Program Enrollment	1	100	0	
Spec Ed Concentrators	1	0	100	
Spec Ed Completers	0	0	0	
Spec Ed Placement	0	0	0	

LEP Population	Total	% Male	%Female	Comment
LEP Report (grades 9-12)	129	****	****	
LEP CTE Program Enrollment	0	0	0	
LEP Concentrators	0	0	0	
LEP Completers	0	0	0	
LEP Placement	0	0	0	

Economically Disadvantaged	Total	% Male	%Female	Comment
Total Free Lunch Eligible	1674	****	****	
Econ Dis CTE Program Enrollment	0	0	0	
Econ Dis Concentrators	0	0	0	
Econ Dis Completers	0	0	0	
Econ Dis Placement	0	0	0	

Academically Disadvantaged	Total	% Male	%Female	Comment
Acad Dis CTE Program Enrollment	8	87.5	12.5	
Acad Dis Concentrators	2	100	0	
Acad Dis Completers	2	100	0	
Acad Dis Placements	0	0	0	

Single Parent Population	Total	% Male	%Female	Comment
S Parent CTE Program Enrollment	0	0	0	
S Parent Concentrators	0	0	0	
S Parent Completers	0	0	0	
S Parent Placements	0	0	0	

▼ = School Program Data

**** - Not Available 09/05/2007

(G)-CTE District Data Snapshot

CTD District Name
2007 CAREER AND TECHNICAL EDUCATION DISTRICT DATA SNAPSHOT

Student Population	Total Number
2007 High School October 9-12 Enrollment	5440
2007 Total CTE 9-12 Enrollment	2402
2007 Level III CTE Program Enrollment	1346
2007 CTE Concentrators	347
2007 CTE Program Completers	243
Number of FY 2006 CTE Completers Placed In Postsecondary School, Job or Military After Graduation	124
Number of Additional FY 2006 CTE Concentrators Placed In Postsecondary School, Job or Military After Graduation	7
1750 High School Students Take 2007 AIMS Reading* (Unduplicated)	68.55% meet or exceed the standard
335 CTE Concentrators Who Left Secondary Education in 2007 took AIMS Reading (Unduplicated)	94.33% meet or exceed the standard
1797 High School Students Take 2007 AIMS Writing* (Unduplicated)	75.85% meet or exceed the standard
334 CTE Concentrators Who Left Secondary Education in 2007 took AIMS Writing (Unduplicated)	95.21% meet or exceed the standard
1874 High School Students Take 2007 AIMS Math* (Unduplicated)	55.82% meet or exceed the standard
335 CTE Concentrators Who Left Secondary Education in 2007 took AIMS Math (Unduplicated)	91.04% meet or exceed the standard

CTE Students comprise 44.15% of 9-12 high school enrollment.
 56.04% of CTE total enrollment take Career Preparation courses.
 25.78% of CTE Career Preparation students take a concentration of 2 credits.
 70.03% of students with a concentration of 2 credits complete a CTE program.
 72.94% of the 170 FY 2006 CTE program completers are placed in postsecondary school, a job, or the military.
 CTE Leaver codes: W3 = Expelled W4 = Absence W5 = Dropout W7 = Graduated
 Program Concentrator: A student who completes two Carnegie units of a single CTE program. One Carnegie unit must be in Level III Career Preparation.
 2006-2007 Secondary Guidelines for Performance Measures and Program Evaluation 9-27-06: see The Guidelines at <http://www.ade.az.gov/cte/DIG/>

* See: <http://www.ade.state.az.us/ResearchPolicy/AIMSResults/>

Using the Alignment Report

The End of Year Alignment Report is sent to districts each time 40th and 100th Day Enrollment, Preliminary and Final Funding Reports are mailed. This report is very useful in troubleshooting missing data required for each program. Each Active Program is expected to have the following:

- Program Profile Information
- Coherent Sequence of Courses
- Articulation Information
- 40th and 100th Day Course Enrollment
- Program Enrollment
- Concentrators
- Placements

If any of these pieces are missing, the program will show as “Not Aligned”. Action by the district may be required in order to rectify the problem.

Name of Column	Description	Notes
Program CIP	The program shows on this report if either the program is active, or the school reported any data for this program.	If a program does not appear on this list, the program is not active and there was no data reported.
Program Name		
NOI Date	This is the most recent date this program was activated.	If this column says “No Profile” it is because the program is not active, but data was reported for one or more of the reporting systems.
Coherent Sequence	This field shows the number of courses in the Coherent Sequence of Courses for each program.	“No BG Sequence” means there are no courses reported in the Coherent Sequence of Courses.
Articulate Fed BG	The information in this field comes from the Coherent Sequence of Courses. A course that is being taught offsite will show the CTDS of the school where this course is taught.	The CTDS reported for a course being taught offsite in the Coherent Sequence of Courses should match the 40 th /100 th Day Course Enrollment CTDS of attendance.
Articulate 40th Day	This field shows the CTDS from the 40 th Day Course Enrollment, when the course is taught offsite. The number in this field indicates the number of courses reported for each Program.	The CTDS reported for a course being taught offsite in the Coherent Sequence of Courses should match the 40 th /100 th Day Course Enrollment CTDS of attendance.
Articulate 100th Day	This field shows the CTDS from the 100 th Day Course Enrollment, when the course is taught offsite. The number in this field indicates the number of courses reported for each Program.	The CTDS reported for a course being taught offsite in the Coherent Sequence of Courses should match the 40 th /100 th Day Course Enrollment CTDS of attendance.
Non-COOP	This is the number of courses taught that are not identified as DCE, Internship or Coop.	
COOP Courses	This is the number of courses being taught that reported Course Enrollment as DCE, Internship or Coop.	
COOP Only	If all courses reported on Course Enrollment are DCE, Internship or Coop, the message will be “Error”. Programs without a complete sequence of courses are not fundable.	
2009 Concentrator	Number of concentrators reported in each program.	If this field is blank, it means no concentrators were reported in this program.
2008 Placement	Number of Placements reported in each program. ZERO means a Zero Placement Report has been filed.	If this field is blank, it means no Placements were reported in this program.
Program Enrollment	This is the number of unduplicated enrollment as reported on Program Enrollment.	
Reports NOI-BG-CE-PM-PE	“Aligned” means all required reporting components have been met.	“Not Aligned” indicates one of the components is missing. This could affect funding. Evaluation and corrective action is needed.

FY 2008 End-of-Year Alignment Report

CTD 999999

HITECH HIGH SCHOOL DISTRICT

CTDS 999999222

HiTech High School

This is the first place to look. If the program is aligned, all the pieces are in place. If it says Not Aligned, there may be a problem and it will be identified in the column

Program CE-	Program Title	NOI Date	1 Coherent	2 Articulate	2 Articulate	2 Articulate	3 CE	3 CE	3 Non-Coop	3 Coop	4 Coop-Only	5 2008	6 2007	7 Prog-Enroll	8 Reports NOI-BG-PM-PE
			Sequence	Fed. BG	40th Day	100th Day	40th	100th	Coop	L3/CP		Conc	Place	Enroll	
470600	Automotive Technolog	01/01/1995	6		090601001	090601001	8	7	13	2		014	009	25	Aligned
520200	Business Mgmt & Admi	04/01/2004	3				7	9	10	6		023	018	63	Aligned
460400	Construction Technol	01/01/1995	4		090601001	090601001	4	4	6	2		009	006	9	Aligned
120400	Cosmetology	04/01/2001	2		090601001	090601001	2	2	4	0		002	002	4	Aligned
120500	Culinary Arts	01/01/1995	3				5	5	8	2		011	011	13	Aligned
131500	Education Profession	04/01/2007	2		090601001	090601001	1	1	2	0				1	Not Aligned
460300	Electrical And Power	04/01/2006	No BG Seq												Not Aligned
430200	Fire Science	No Profile	2		090601001	090601001	1	1	2	0		001		1	Not Aligned
100300	Graphic Communicatio	04/01/2001	5				6	7	10	3		020	022	51	Aligned
490200	Heavy Equipment Oper	04/01/2005	No BG Seq												Not Aligned
151200	Information Technolo	04/01/2006	No BG Seq												Not Aligned
511600	Nursing Services	04/01/2001	2		090601001	090601001	2	2	4	0		005	002	5	Aligned
480500	Welding Technology	04/01/2003	4		090601001	090601001	4	4	6	2		006	002	14	Aligned

This program is not active on the Program Profile Table, but there is articulated enrollment reported

These 3 programs are active, but have no Coherent Sequence

No concentrators.

No placements.

Note1: "Coherent Sequence" column displays how many courses were reported as planned (by the district) to be taught for this program, this school

Note2: CTDS of where a program's students are articulated (to) are copied from the BG Coherent Sequence, 40th-day course enrollment and 100th-day course enrollment. (all three should be

Note3: "CE 40th", "CE 100th", "Non-Coop" and "Coop L3/CP" have the number of courses (level 3, or career preparation) reported in this school year's course enrollment.

Note4: If program has only DCE, Internship, or COOP courses in this school year - the "Coop-only" column shows "Error". These particular programs are not fundable.

Note5: The count of concentrators (completers who have graduated) reported for school year 2008 is reported in column "2008 Conc".

Note6: The count of placements (of 2007 graduates) from this program is reported in column "200 Place".

Note7: The program unduplicated (each student counted in only one program in 2007) total is reported in column "Prog-Enroll".

Note8: As of the end of school year 2008 - the program has "Aligned" status if it has active NOI, coherent sequence, course enrollment, concentrator, placement and program

Section 4

Interpreting Program Approval Status

Approved Programs: In order for a program to be approved it must have the all the essential elements. CTE Programs are eligible for Federal and State funding when all essential elements are in place. The essential elements are listed below:

- Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at <http://www.ade.az.gov/cte/CurriculumFramework/> or in the “Codes and Titles” section of the April 2007 Secondary CTE Resource Handbook, *The Handbook*, available at <http://www.ade.az.gov/cte/careerpathways/Handbook/>
- Teaches all the State-designated program “standards” (See definition page 53 of this publication)
- Specified on the current CTE Program List (See page 55 of this publication)
- Taught by an appropriately certified teacher per CTE certification requirements, available in the April 2007 Secondary CTE Resource Handbook, *The Handbook*, available at <http://www.ade.az.gov/cte/careerpathways/Handbook/>
- Evaluates program performance annually (see page 37 of this publication) and meets or exceeds established State Performance Measures
- Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at
- <http://www.ade.az.gov/cte/guides/>
- Requires student participation and Career Exploration for grades 7-9
- Requires Career & Technical Student Organization (CTSO) affiliation for all students appropriate for the programmatic area



Provisionally Approved Programs: A program may be provisionally approved for a variety of reasons. The essential elements determine this status. A provisionally approved program is eligible for State and Federal funding. A district is expected to address any provisionally approved program by including a State-directed objective in their Basic Grant. A program will receive a provisionally approved designation from ADE. Several possible factors are listed below:

- District applies for and receives a one year exemption from an essential element requirement. The program will be provisionally approved for one year.
- District Level of Performance (DLP) fails to meet 90 percent of the State Adjusted Level of Performance (SALP) on any Performance Measure. The district will be placed on an Improvement Plan for up to three years and then the program(s) will become unapproved.
- District is operating on a Local Adjusted Level of Performance (LALP) for any performance measure. The district will be placed be on an Improvement Plan for up to three years.

Unapproved Programs: Unapproved programs are not eligible for federal or State funding. A CTE program(s) may be unapproved for a variety of reasons:

- The district fails to submit Concentrators and/or Concentrator Verification Reports by the June 23rd deadline or fails to submit Placements and/or Placement Verification Reports by the April 15th deadline
- The district is still missing one of the essential elements after the one year exemption has been granted
- The district does not conduct an annual program evaluation, implement an Accountability Plan or submit the results to ADE at the established deadline
- The district does not meet SALP or LALP and fails to implement an Improvement Plan, fails to make any improvement in meeting levels of performance or fails to meet 90 percent of the SALP or LALP for three consecutive years
- The district fails to submit accurate Course Enrollment Verification Reports or submit an accurate year-end unduplicated Program Enrollment Report by April 15
- The program fails to produce concentrators for three consecutive years or a placement for four consecutive years.

Section 5


Improving Program Performance

Conducting a Program Evaluation

Federal and State Law require an evaluation of CTE programs be conducted annually. Performance Measures results are available after June 23 each year. Districts should begin a self-assessment and annual evaluation process as soon as the Performance Measures results are available. Process steps to include are as follows:

1. At least once a year, a program improvement team must assemble for the purpose of program evaluation. Team members should represent groups responsible for implementing improvement efforts or who have an investment or stake in the program's performance. Perkins IV specifies there must be at least one representative from each of the following groups, although representation need not be limited to only one person:
 - Parents, students and administrators
 - Academic and CTE teachers, career guidance and academic counselors
 - Representatives of tech prep consortia, if applicable
 - Member from the business and industry the program reflects
 - Labor organizations
 - Representatives of Special Populations
 - Other interested individuals such as government, nonprofit youth service providers or workforce development representatives
2. Designate a coordinator for the local program improvement team to implement the evaluation and improvement procedures
3. Examine the data to determine program strengths and weaknesses
4. Choose an evaluation method(s) and conduct the annual evaluation from these options:
 - *Rubric for Exemplary Programs*, available at www.ade.az.gov/cte/DIG/ExemplaryProgramRubric.pdf
 - *Local Program Assessment Guide*, available at <http://www.ade.az.gov/cte/PerkinsAcct.asp>
 - U.S. Department of Education *Program Improvement Five-Step Process*, available at <http://www.edcountability.net/Docs/QuickReferenceGuide.pdf>
 - *Program Assessment Review*, <http://www.ade.az.gov/cte/PerkinsAcct.asp>
 - Other assessment options may be used with approval from ADE
5. Create an Action Plan using the results of the evaluation using evidence-based strategies. Some of the strategies may be incorporated into the Basic Grant application/amendment.
6. Set performance targets and goals for improvement in the Action Plan.

The results of the Annual Evaluation and other documentation will be submitted to CTE by September 30 each year. Required documentation will include:

- 
- **Two page executive summary of the Action Plan for implementation containing**
 - i. **Recommendations**
 - ii. **Responsible party**
 - iii. **Timeline**
 - **List of invited representatives**
 - **List of attendees**
 - **Agenda**

Districts Implement the Action Plan

After the creation of the Action Plan, the performance targets and goals should be reviewed regularly. The document entitled “Directions for Using the LPAG”, available at <http://www.ade.az.gov/cte/PerkinsAcct.asp>, has helpful suggestions for continuous improvement.

As programs are monitored regularly, it may become necessary to revise or adjust some of the goals identified in the Action Plan. Successful monitoring includes turning goals into concrete activities that are measurable and manageable in size, scope and quality.

Many districts incorporate the Action Plan into State-directed objectives or other priorities into the Basic Grant application. This has proven to be an effective tool to produce improvement.

More information about Program Evaluations can be found by contacting the CTE Section Development and Innovations Staff:

Steve Peterson, Research Specialist

Phone: (602) 542-5357 or Email Steve.Peterson@azed.gov

Section 6

Monitoring Data Quality

Monitoring performance focuses on accountability. The purpose of State and local accountability is found in Perkins IV, Section 113. The statement of purpose is to:

- establish and support State and local performance accountability systems
- assess the effectiveness of the State and eligible recipients of the State in achieving Statewide progress in CTE
- optimize the return of investment of Federal funds in CTE activities

One of the essential components of Performance Measures is accurate and reliable data. Perkins IV has numerous references to accurate and reliable data. The responsibility for accurate and reliable data belongs to both the district and the State. Parallel to improving performance is monitoring data. This section will focus on local and State responsibilities to monitor data quality.

Local Strategies to Improve Data Quality

It is necessary for districts to examine the quality of their data on a regular basis. The National Forum on Education Statistics defines quality data as a process:

“A Culture of Quality Data is the belief that good data are an integral part of teaching, learning, and managing the school enterprise. Everyone who has a role in student outcomes—teachers, administrators, counselors, office support staff, school board members, and others—shares this belief. Because good data are as much a resource as staff, books and computers, a wise education system is willing to invest time and money in achieving useful information and respects the effort taken to produce it.” <http://NCES.ed.gov/pubs2005/2005801.pdf>

Districts are responsible for reporting statistically reliable information. All data should be able to be reproduced by an independent audit conducted using the definitions and data collection and processing steps directed by the State. Districts should be consistent in the following activities:

- Applying uniform definitions consistently throughout all data collection processes
- Utilizing the common and State-identified correct measurement period for each Performance Measure
- Implementing accurate and successful coverage strategies for all subpopulations
- Using statistical reliable processes for all reported data

ADE CTE Strategies to Improve Data Quality

Three State strategies support important State activities including the verification of accurate local information to use in the local districts’ Action Plan. In addition, the strategies aid in the compilation of the Consolidated Annual Report (CAR) to the Office of Vocational and Adult Education (OVAE) that certifies the following:

- Districts have in place accurate and reliable learning assessments to measure technical attainment and
- State performance results are accurate, reliable and timely.

CTE will assist districts with strategies to improve data quality in the following activities:

1. Proactive Technical Assistance will focus on helping districts and programs to improve the accuracy of their data collection and reporting during the months preceding the June 23 reporting deadline

2. One part of Program Assessment Reviews (PAR) focuses on reviewing the quality of data of information after the June 23 reporting deadline
3. Data Quality Reviews (DQR) focus on the quality of data submitted for the calculation of Performance Measures

ADE Provides Proactive Technical Assistance

Data trends reveals there are several conditions that signal potential data quality problems. The conditions that identify a district or program candidate as needing proactive technical assistance can include any of the following:

- A previous Data Quality Review with a concentrator reporting error rate greater than 10%
- A previous Data Quality Review with a placement reporting error rate greater than 10%
- New local administrator reporting CTE enrollment and performance results for the first or second time
- Previously inaccurate reporting of Special Populations
- Late reporting or a request for an extension of the reporting deadline and
- Previously inconsistent course and program enrollment reports as evidenced in the Alignment Report

Annually, representatives of the CTE Section visit school district or program candidates with one or more of the conditions mentioned above. CTE staff may include specialists from Development and Innovations, Career Pathways, Federal Programs or Grants and Enrollment depending upon the nature of the assistance needed. Assistance can include any of the following areas:

- Identification of students with two or more credits in the CTE program
- Identification of students who should be reported in one of the designated Special Population categories
- Acceptable assessment and documentation of student learning
- Accurate enrollment reporting using the online reporting system
- Accurate concentrator or placement reporting using the online reporting system or
- Accurate concentrator or placement reporting using a text file or email attachment

ADE Conducts Program Assessment Review

Annually, a team of representatives of the CTE Section will visit 20% of districts participating in Perkins funding. One of the representatives will be the Accountability Specialist who will review data for programs that:

- Appear to be missing data (reporting graduates only; all students attain technical skills)
- Report only students in a Special Population or reports no students in a Special Population
- Request or receives a program approval exemption because it is missing an essential element of an approved program
- Belong in the sample of programs new to the State CTE Program List or
- Belong in the sample of programs new to local districts

The review process seeks to verify the accuracy of reported information by using a printout of concentrator names, placement names, course and program enrollment information submitted for the current year. The verification investigates the alignment of supporting documentation to the reported information. When there is a misalignment, the data is edited to conform to the local documentation. To this end, the investigation may:

- Request to see individual student records, original placement surveys and transcripts
- Request a copy of course handbooks

- Request a copy of class rosters
- Request a copy of each program's annual evaluation documentation and
- Ask you questions about your data collection and reporting systems

ADE Conducts Data Quality Reviews

A Data Quality Review is conducted using the same reasons stated in the PAR for districts that may not be selected to receive a PAR. In both a PAR and DQR, the supporting documentation will be examined for accuracy and validity.

If errors are found in the data quality review, the district corrects the errors to improve the accuracy of the reported information. If a student's transcript does not support the definition of a concentrator, the student's concentrator record will be deleted. If the transcript shows the concentrator belongs in a different program, the record will be moved to the correct program. The district is required to make the corrections during the period between the data quality review and October 30.

If a student's placement survey or transcript documentation does not support the placement data reported, the placement record will be edited to conform to the documentation. The district is required to make the corrections during the period between the data quality review and October 30.


If a Special Population student was inappropriately identified, the student recorded information would be edited to conform to local documentation. The district is required to make the corrections during the period between the data quality review and October 30.

More information about Proactive Technical Assistance and/or Data Quality Reviews can be found by contacting the CTE Section Development and Innovations Staff:

Penny Legge, Secondary Accountability Specialist
Phone: (602) 364-2470 or Email Penny.Legge@azed.gov


Glossary of Perkins IV Operational Definitions

ARIZONA INSTRUMENT TO MEASURE STANDARDS (AIMS) – Arizona’s secondary graduation exam. The calculations of concentrators are based on passing reading, writing and math

 **ACTION PLAN (AP)** – The local plan that results from the annual evaluation of a Career and Technical Education program. The plan identifies activities, services, responsible party and timely to develop, support and improve the quality of the career and technical education program in achieving the State Adjusted Levels of Performance. The plan may be incorporated into the Basic Grant application using locally derived objectives or State-directed objectives in the case of a Program in Review. (See PROGRAM IN REVIEW)

APPROVED CAREER AND TECHNICAL EDUCATION PROGRAM – Program approval is based upon the combined Performance Measures results for all district programs with the same program CIP code.

“Approved” and “active” program are synonymous terms describing programs eligible to participate in State Block Grant and Federal Perkins funding. This guidance document defines an approved program as having these criteria:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at <http://www.ade.az.gov/cte/CurriculumFramework/> or in the “Codes and Titles” section of the April 2007 Secondary CTE Resource Handbook, *The Handbook*, available at <http://www.ade.az.gov/cte/careerpathways/Handbook/>
2. Teaches all the State-designated program “standards” (See definition page 53 of this publication)
3. Specified on the current CTE Program List (See page 55 of this publication.)
4. Taught by an appropriately certified teacher per CTE certification requirements, available at <http://www.ade.az.gov/cte/Certification.asp>
5. Evaluates program performance annually (see page 37 of this publication) and meets or exceeds established State Performance Measures
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at <http://www.ade.az.gov/cte/guides/>*
7. Requires student participation and Career Exploration for grades 7-9
8.  Requires Career & Technical Student Organization (CTSO) affiliation for all students appropriate for the programmatic area.

* An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program. Work-based learning methods include cooperative education and internships. Both methods have eligibility requirements.

ARTICULATION AGREEMENT – A written commitment between a secondary institution and a postsecondary educational institution to a program that is designed to provide students with a sequence of achievement and linked through credit transfer agreements between the secondary and postsecondary institution holding the agreement.

ARTICULATED STUDENT – A student who attends an *alternate enrollment scenario* is one who attends CTE courses offered at another campus. A student may begin taking courses in a program at the school of residence and proceed to take additional levels of courses in the same program offsite or take the entire coherent sequence of courses offsite. An offsite campus might be another high school within the same district, Joint Technical Education District (JTED), skill center or college campus.

A school may have students enrolled in various enrollment scenarios. To determine the scenario that applies, read each description below:

- Students enroll in a program or program option offered at a JTED Central Campus. Course and program enrollment, concentrators and placements are reported by the home school as articulated to the JTED Central Campus. All active programs will be reflected in the JTED's Central Campus Program Profile Table and the home school Program Profile Table. Courses will show at the home school as articulated to the JTED Central Campus. Feeder courses can be taught at the home school or JTED satellite school and will show on the Coherent Sequence as being taught at the home school or JTED satellite school.
- Students enroll in a program or program option offered at EVIT¹ Main Campus. Course and program enrollment, concentrators and placements are reported at the EVIT Main Campus. The programs will be active on the EVIT Program Profile Table, and the Coherent Sequence will show all courses being offered in each program at EVIT Main Campus.
- Students enroll in a CTE program at the school of residence that articulates to a postsecondary public/private institution. The school of residence reports course and program enrollment, concentrators and placements. All active programs will be reflected in the Program Profile Table of the school of residence. This program will show courses as articulated in the Coherent Sequence of Courses.
- Students enroll in a course at another high school campus. A school of residence offers some courses in that program, but sends the student to another campus for upper level courses. The school of residence reports course and program enrollment, concentrators and placements. All active programs will be reflected in the Program Profile Table in both the school of residence and the offsite campus. This shared program will show courses being taught at the school of residence and courses articulated in the Coherent Sequence of Courses.
- Students enroll in a program not offered at the school of residence, but offered offsite. The school of attendance reports course and program enrollment, concentrators and placements. All active programs will be reflected in the Program Profile Table at the school of attendance. The Coherent Sequence of Courses will be documented at the school of attendance.

Several of these scenarios may apply to different groups of students. These scenarios will assist in setting up district records.

CAREER AND TECHNICAL EDUCATION (CTE) – Organized educational activities that offer a sequence of courses; provides an industry recognized credential or technical skill proficiency and may lead to higher education.

CAREER AND TECHNICAL EDUCATION BASIC GRANT – Arizona's name for the local application to receive formula funds from the Carl D. Perkins Career and Technical Education Act of 2006. The local allocation is based on a census data formula. Eligible recipients are annually notified of their allocation and invited to apply by submitting an application. Further information on the application and process is available at <http://www.ade.az.gov/cte/federalprograms/>.

CAREER AND TECHNICAL EDUCATION PROGRAM – A coherent sequence of instruction designed to deliver all State-designated program standards for any program on the CTE Program List. A program is directly related to preparing individuals for employment in an occupation or a pathway to postsecondary education. Approved and provisionally approved programs qualify to apply for State and Federal funding.

CARNEGIE UNIT – One unit of transcribed credit awarded in grades 7-12 for a minimum of 123 clock hours of instruction during the regular school year or 123 clock hours of instruction during summer school.

¹ Although EVIT is a JTED, it is different in that it has a Basic Grant and must provide data as it relates to The Perkins Act of 2006.

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) – The U.S. Department of Education's standard educational program classification system. It includes a uniform numbering system and description of educational programs.

CONCENTRATOR – A secondary student who has transcribed two (2) or more Carnegie Units/credits in a State-designated sequence in an approved Career and Technical Education program.

The Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.

CONTINUOUS IMPROVEMENT – The process of systematically planning and measuring program progress and results toward achieving desired improvements.

COOPERATIVE EDUCATION (COOP) / DIVERSIFIED COOPERATIVE EDUCATION (DCE) – Cooperative education is a method of work-based experience that connects classroom learning to work activities. Requirements are:

- Classroom learning based on CTE program standards
- Supervised work-based learning based on State-designated Career Preparation program technical standards
- Course equivalent to one Carnegie Unit that addresses State-designated Career Preparation program standards must be included
- Designed for students at least 16 years of age
- Training agreement on file before the student is reported in enrollment. The training agreement is the document that identifies responsibilities of the school, student and the employer.
- Training plan on file before the student is reported in enrollment. The training plan is also prepared at the beginning of the work-based experience course and identifies the career preparation program standards that will be attained at the work site. It focuses on objectives, standards and tasks that students will attain prior to their evaluation.

Teachers are required to have appropriate program CTE certificate with a Cooperative Education Endorsement. Frequently asked questions on cooperative education are available at <http://www.ade.az.gov/cte/guides/default.asp#COOP>. These resources provide numerous samples of signed training agreements suitable for cooperative education courses.

After students have completed a Carnegie Unit in a Career Preparation course, districts may report those students in cooperative education course enrollment. Districts may not spend CTE funds on cooperative education courses unless they are part of a CTE approved program sequence of courses offered annually. Cooperative education courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

DCE has similar requirements as Cooperative Education, however, students enrolled in DCE represent multiple career preparation program areas. DCE teachers are required to have a CTE certificate with a Cooperative Education endorsement.

After students have completed a Carnegie Unit in a Career Preparation course, districts may report those students in DCE course enrollment. Districts may not spend CTE funds on DCE courses unless they are part of a CTE approved program sequence of courses offered annually. DCE courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

Internship, COOP and DCE courses are reported as part of a coherent sequence of Career Preparation program courses. A CTE program must report a Career Preparation course if reporting an Internship, COOP or DCE course. An Internship, COOP or DCE course cannot “stand alone” and will not generate funding without the supporting Career Preparation course.

COUNTY TYPE DISTRICT SCHOOL (CTDS) – County/Type/District/School code. The school number must be accurate to ensure data is correctly credited to your school. Contact the CTE Management Information Services Unit, (602) 542-5486 or (602) 542-5711, for school CTDS information.

COURSE CODE – The 8 digit CIP number associated with CTE courses. The numbers may be found in the CIP Codes and Titles list. In some cases, the 8th digit may be used by the district to designate course sequencing, using 0-9 as the 8th digit.

COURSE TITLE – The title for courses (8 digit number). The titles may be found in the CIP Codes and Titles list.

DISTRICT’S PLANNED SEQUENCE OF COURSES – The comprehensive coherent sequence of instruction designed to deliver the Career Preparation State-designated program standards for a CTE program. Local sequences are outlined in the district’s application for Carl Perkins Basic Grant funds. The Carnegie Units/credits earned in these courses determine the students who achieve concentrator status.

DUPLICATED COUNT – One student may be enrolled and counted for data collection purposes in more than one course. Duplicated student count is used when completing Course Enrollment 40th and 100th Day Reports.

ENROLLMENT REPORTING – The 40/100-Day Enrollment Reports and Program Enrollment Reports provide essential information affecting program eligibility for Federal and State CTE funds. It is important that districts submit reports and verify the accuracy of the reported information by the deadline dates. These reporting and verification deadline dates are:

SY08-09 Enrollment Report Due Dates	
November 14, 2008	40 th Day Course Enrollment Reports due to ADE
January 16, 2009	40 th Day Course Enrollment Verification Reports due to ADE
March 06, 2009	100 th Day Course Enrollment Reports due to ADE
April 10, 2009	100 th Day Course Enrollment Verification Reports due to ADE
April 15, 2009	Program Enrollment Reports due to ADE
June 23, 2009	Program Enrollment Verification Reports due to ADE

ESSENTIAL ELEMENTS – In order to be eligible for State and Federal funding, an approved program must have the following essential elements:

- Delivers a coherent sequence of instruction
- Teaches all the State-designated program standards
- Specified on the current CTE Program List
- Taught by an appropriately certified teacher per CTE certification requirements
- Evaluates program performance annually and meets or exceeds established State Performance Measures
- Offers student work-based participation that involves actual work experience and connects classroom learning to work activities
- Requires student participation and Career Exploration for grades 7-9
- Requires Career & Technical Student Organization (CTSO) affiliation for all students appropriate for the programmatic area

EXEMPTION REQUEST – The formal procedure to request, for one year, an exemption from one or more of the essential program requirements for an approved CTE program. (A copy of the Exemption Request form can be seen on page 57 and at <http://www.ade.az.gov/cte/Forms.asp>). Any program requesting an exemption must provide evidence-based information to support the exemption request. Evidence can include, but are not limited to, historical program performance outcomes or additional information showing the missing program requirement has been corrected or resolved. Exemptions can be submitted to Doug Deemer at Doug.Deemer@azed.gov. Exemption requests must be received within 30 days after receipt of the preliminary funding.

FIVE-STEP IMPROVEMENT PROCESS – A Federal program improvement process that supports improving the quality, relevance and use of research in evidence-based education. Also called the U.S. Department of Education Five-Step Process

(<http://www.edcountability.net/Docs/QuickReferenceGuide.pdf>). This is an alternative document ADE can use to evaluate career and technical education programs in review. The Five-Step Improvement Process is intended to assist in the development of the Accountability Plan (AP). It may also be used to assess programs that achieve the State adjusted levels of performance, in order to determine benchmarks, best practices and exemplary programs. It promotes a five-step process to achieve program improvement:

1. Document performance results
2. Identify root causes
3. Choose best solutions
4. Pilot test and evaluate solutions
5. Implement solutions

INACTIVE PROGRAM – A program on the Program Profile Table that is no longer offered or fails to meet the essential elements outlined in the definition of an approved program. The Program Profile Table identifies programs with Inactive Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Inactive Date	Explanation
6/30	District Withdrawn
6/30	ADE Withdrawn

INTERNSHIP – A CTE Internship is a method of work-based experience to connect classroom learning to work activities. It follows the sequence of courses in an approved CTE program. It provides students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. The internship must be directly related to the CTE program where the credits were earned and offers both paid and unpaid work experience.

CTE Internships **may** also have concurrent classroom learning based on CTE program standards, but it is not a requirement. Internships differ from cooperative education in that the latter requires classroom learning. CTE Internships are designed for students who are classified as seniors (12th grade) and at least 16 years of age. They require the teacher to have a valid CTE certificate in any program area. Additional information is available at: <http://www.ade.az.gov/cte/Certification.asp>.

After students have completed a Carnegie Unit in a Career Preparation course, districts may report those students in CTE Internship course enrollment. Districts may not spend CTE funds on CTE Internship courses unless they are part of a CTE approved program sequence of courses offered annually. A CTE program must report another Career Preparation course, in addition to a CTE Internship course or the course does not generate funding. Those internship courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

JOINT TECHNICAL EDUCATION DISTRICT (JTED) – A district that is formed to work in partnership with area high schools to deliver CTE programs.

LEAVE (LEFT) SECONDARY EDUCATION – Report as concentrators only those students who leave with the following codes:

2008-09 Leave Codes	
Codes	Description
E1, SE, SC, SA	Still in School
W3	Expelled
W4	Absence
W5, W12, W13, C, A	Dropout
W7, G	Graduated
W11	GED

G = Graduated: Student completed course of study requirements and passed AIMS

C = Completed course of study requirements; did not pass AIMS

A = Attended, did not complete course of study requirements or pass AIMS

SE, SC, SA = Still in School Status

Note: Students who reach concentrator status may be entered into the system with the designation “still enrolled,” pending a withdrawal code to be assigned in the future. This allows programs to “store” records for students who have attained the status of concentrator prior to the year they leave school (Graduate, Drop out, etc.).

LOCAL ADJUSTED LEVELS OF PERFORMANCE –

Section 113(b)(4)(A) LOCAL ADJUSTED LEVELS OF PERFORMANCE FOR CORE INDICATORS OF PERFORMANCE.—

(i) IN GENERAL—Each eligible recipient shall agree to accept the State adjusted levels of performance established under paragraph (3) as local adjusted levels of performances or negotiate with the State to reach agreement on new local adjusted levels of performance, for each of the core indicators of performance described in subparagraphs (A) and (B) of paragraph (2) for career and technical education activities authorized under this title. The levels of performance established under this subparagraph shall, at a minimum— “(I) be expressed in a percentage or numerical form, consistent with the State levels of performance established under paragraph (3), so as to be objective, quantifiable and measurable; and “(II) require the eligible recipient to continually make progress toward improving the performance of career and technical education students. (see page 55)

A level for any Performance Measure which a district has the option to negotiate with ADE CTE if the district chooses not to accept the State Adjusted Level of Performance (SALP).

LOCAL EDUCATION AGENCY (LEA) – A board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district or political subdivision in a State or any other public educational institution or agency having administrative control and direction of a CTE program.

LOCAL PROGRAM ASSESSMENT GUIDE (LPAG) – The assessment instruments LEAs might use to evaluate CTE programs. To use this method access The Local Program Assessment Guide <http://www.ade.az.gov/cte/PerkinsAcct.asp>.

MINUTES PER WEEK – Funding is based on a minimum of 225 minutes per week per course.

NOTIFICATION OF INTENT (NOI) – The CTE Section has developed a *Notification of Intent* form used to notify the CTE Section when districts intend to implement a new CTE program. This form allows CTE to provide technical assistance in implementing a quality program, assign a Birth Date and add the new program to the school's Program Profile Table. The form and instructions for submitting the form by January 1 each year are available at: <http://www.ade.az.gov/cte/Forms.asp>. When a district submits an NOI, the approval may be pending meeting certain conditions or circumstances. A Birth Date will be entered into the Program Profile Table.

An NOI will only be required when a district plans to:

- Offer a new program or option
- Introduce an existing program that has gone two consecutive years without course enrollment or
- Offer a program that has been previously disapproved

An Active program is moved to the Non-Active list when an inactive date is assigned to the program. For example, when an Active program with good performance is identified as being *replaced* by a new program on an NOI form there are several implications:

- Program replaced is tagged as “Inactive” in April of the current year and it moves to the Non-Active list on the Program Profile Table
- District may submit concentrators who leave school in the current year
- District does not identify any offerings in inactive program CIP code in the BG application due in October the next fiscal year
- Placements may be reported for the previous year's concentrators
- District does not report enrollment for inactive program's CIP code in the next school year

If an active program fails to provide the essential elements annually, the program and its funding will be declared inactive by CTE. The program moves to the Non-Active list on the Program Profile Table. No further reporting is expected or accepted from that program.

In the event there is a question regarding the Program Profile Table, please email your question to Penny Legge, Secondary Accountability Specialist, email Penny.Legge@azed.gov.

NONTRADITIONAL PARTICIPATION – Enrollment in CTE programs for which individuals from one gender comprise less than 25 percent of the individuals employed in the workforce. CTE programs are designated as “nontraditional” based on the new and expanded 2006 versions of the Nontraditional Occupations and 2000 Classification of Instructional Programs Crosswalk prepared by the National Alliance for Partnerships in Equity (NAPE) published in June, 2007.

PERFORMANCE MEASURES – Set of measures based on Core Indicators identified in the Federal Perkins law and approved by SBE, to measure student outcomes.

PLACEMENT – A follow-up survey that is conducted on all high school CTE graduates that left school by June 30, 2008. Concentrators are surveyed for placement status between October 1, 2008 and December 31, 2008. Concentrator records are updated with placement information to the CTE Online System.

PLACEMENT FUNDING – State funding to districts generated by CTE concentrators who have graduated. Their status will be verified by an appropriate survey response to ADE. Any of the following count for placement funding:

- Enrollment in related postsecondary education or advanced training
- Serving in active military duty in a related program
- Employment in a program related position

PROGRAM – Coherent sequence of instruction, which delivers a set of prescribed State standards attributed to a specified instructional program.

PROGRAM CIP (CLASSIFICATION OF INSTRUCTIONAL PROGRAMS) CODE – Six-digit code which identifies the CTE program. Program CIP codes are used on the Course and Program Enrollment Reports, Concentrator Reports and Placement Reports.

PROGRAM EVALUATION – The systemic review of the worth or merit of a program.

- *Rubric for Exemplary Programs*, available at <http://www.ade.az.gov/cte/DIG/ExemplaryProgramRubric.pdf>
- *Local Program Assessment Guide*, available at <http://www.ade.az.gov/cte/PerkinsAcct.asp>
- U.S. Department of Education *Program Improvement Five-Step Process*, available at <http://www.edcountability.net/Docs/QuickReferenceGuide.pdf>
- *Program Assessment Review*, <http://www.ade.az.gov/cte/PerkinsAcct/PAR.pdf>
- Other assessment options may be used with approval from ADE

PROGRAM IN REVIEW (PIR) – An approved CTE program that does not meet the targeted level of performance in one or more of the Performance Measures. A PIR designated program must be identified and assigned an ADE-directed State objective designed to improve performance in the Federal Basic Grant during the current year. The objective will be very specific in order to facilitate improvement. A program becomes PIR for either of the following reasons:

- Failure to achieve 90 percent of the State Adjusted Level of Performance (SALP) for the identified Performance Measure
- Program has an ADE approved Local Adjusted Level of Performance (LALP). Section 113(b)(4)(A)(i)(II) and Section 134 (b)(2)

PROGRAM PROFILE TABLE – The Program Profile Table is an important tool that identifies active programs at each high school currently participating in CTE accountability reporting. Active programs are those expected to participate by reporting enrollment, concentrators and placements. Active programs have a birth date assigned and will always be included in any Performance Measures reports. Refer to page 19 for a more complete description.

Birth Date	Explanation
1/1/95	The Default Birth Date for a program that reported Performance Measures in 1999 and enrollment in 2000/2001
7/1/XX	Birth Date for a program

The Program Profile Table also identifies Non-Active programs with Inactive Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Inactive Date	Explanation
6/30/XX	Inactive Date for a program

The Program Profile Table is available at <http://www.ade.az.gov/PerfMeasures/splash.asp>. Select the Program Profile option under the Administrative section.

PROVISIONALLY APPROVED PROGRAM – A program may be provisionally approved for a variety of reasons. The essential elements determine this status. A provisionally approved program is eligible for State and Federal funding. A district is expected to address any provisionally approved program by including a State-directed objective in their Basic Grant. A program will receive a provisionally approved designation from ADE. Several possible factors are listed below:

- District applies for and receives a one year exemption from an essential element requirement. The program will be provisionally approved for one year.
- District fails to meet 90 percent of the State Adjusted Level of Performance (SALP) on any Performance Measure. The district will be placed on an Improvement Plan for up to three years and then the program(s) will become unapproved.
- District is operating on a Local Adjusted Level of Performance (LALP) for any performance measure. The district will be placed on an Improvement Plan for up to three years and then the program(s) will become unapproved.

RACIAL AND ETHNIC CODES – Required information that identifies racial or ethnic groups for reporting purposes. Such information is required on enrollment, concentrator and placement reporting. Here are five codes:

- White non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa or the Middle East. Excludes persons of Hispanic origin.
- Black non-Hispanic: A person having origins in any of the black racial groups in Africa. Excludes persons of Hispanic origin.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original people of North America and maintaining culture identification through tribal affiliation or community recognition.
- Asian or Pacific Islander: A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

RELATED PLACEMENT – A related placement is one that directly uses or builds on the Career Preparation standards acquired in the graduated concentrator student's high school CTE program. The placement may be in postsecondary education or training, employment or military service. A related placement for any concentrator earns funds paid from the State Block Grant.

SAIS NUMBER – ADE-generated identification number issued to each student enrolled in public education in the State of Arizona. Its purposes are consistent and accurate calculations of student counts, planning and policy analysis for ADE and support for academic achievement research.

SCHOOL OF ATTENDANCE – The school where the student participates in CTE courses. If the school of attendance is different from the school of residence, the courses a student takes should show as articulated in the Coherent Sequence of Courses and the Program Profile Table belonging to the school of residence.

SCHOOL OF RESIDENCE – The school that maintains the student's transcript. A student may attend CTE courses at the school of residence, if offered, or attend courses offsite. The school of residence has the SAIS reporting responsibility for this student.

SPECIAL POPULATIONS – Special Populations categories should be reported based on documentation in the student’s permanent record. A student may only be reported in one Special Populations category. Report using the category most applicable to the student from this list of eligible groups in the following hierarchical order:

Individuals with Disabilities (Handicapped) – A student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows:

- A physical or mental impairment that substantially limits one or more of the major life activities of that individual
- A record of such an impairment;
- or being regarded as having such an impairment.

Includes those students evaluated under IDEA and determined to be in need of special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

Limited English Proficiency (LEP) – A student with Limited English Proficiency who requires assistance to succeed in his/her CTE program: a secondary school student, an adult or an out-of-school youth, who has limited ability in speaking, writing or understanding the English language and:

- Whose native language is not English or
- Who lives in a family or community environment in which a language other than English is the dominant language.

Economically Disadvantaged – A family or individual including foster children, whom the Local Education Agency identifies as low income (on the basis of uniform methods described in the State plan) and who requires financial assistance to succeed in Career and Technical Education. Examples of eligibility definitions include

- Annual income at or below the official poverty line
- Eligibility for free school lunch
- Eligibility for Aid to Families with Dependent Children or other public assistance programs and
- Eligibility for participation in programs assisted under Title I of the WIA

Single Parent – Any individual who requires assistance to succeed in his/her CTE program and who:

- Has custody and
- Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence

Note: For eligibility purposes, a person who provides child support but no custodial care is not considered a single parent. Single pregnant women are eligible for services.

Nontraditional – A student enrolled in a Career and Technical Education program that has been identified as a nontraditional program for his or her gender. See attached list of nontraditional programs on page 13.

A concentrator who is identified as migrant in the State-operated Migrant Education Program will be flagged as migrant for federal reporting requirements, in addition to any other special population category.

Migrant – Students of families who migrate to find work in the agricultural and fishing industries.

STATE ADJUSTED LEVEL OF PERFORMANCE (SALP) – An annually quantifiable and measurable indicator of performance negotiated between ADE and the Office of Vocational and Adult Education. All districts must accept the SALP or request a Local Adjusted Level of Performance (LALP).

STANDARDS – The three types of CTE program standards are foundation standards, employability standards and technical standards. The technical standards are used in assessing the attainment of technical skills. The Career Exploration and Career Preparation standards published in CTE curriculum frameworks are available from the CTE Section of ADE. The Career Preparation standards for each CTE program are used to document Career and Technical proficiency for Performance Measure 2S1 Technical Skill Attainment. Current standard information for all CTE programs is available at <http://www.ade.az.gov/cte/CurriculumFramework/>.

STATE BLOCK GRANT – The Arizona State appropriation to be used to promote improved student achievement by providing CTE programs with supplemental funding, which is linked both to numbers of pupils in such programs and to numbers of students with successful outcomes. The formula for the State Block Grant is 75% enrollment and 25% related placement.

SUFFICIENT SIZE, SCOPE AND QUALITY – Refers to district activities relating to program improvement. A district needs to support Career and Technical educational programs to provide services and activities that are of sufficient size, scope and quality to be effective.

TECH PREP – An educational program of study that combines at least two (2) years of a secondary Approved CTE Program, two years of postsecondary career education and contextual academic education at each level in a non-duplicative sequential course of study. An approved Tech Prep program of study will include documentation of articulation between secondary and postsecondary education agencies supervised by the Director of the approved local Consortium.

UNAPPROVED PROGRAM – Unapproved programs are not eligible for federal or State funding. A CTE program(s) may be unapproved for a variety of reasons:

- The district fails to submit Concentrators and/or Concentrator Verification Reports by the June 23rd deadline or fails to submit Placements and/or Placement Verification Reports by the April 15th deadline
- The district is still missing one of the essential elements after the one year exemption has been granted
- The district does not conduct an annual program evaluation, implement an Accountability Plan or submit the results to ADE at the established deadline
- The district does not meet SALP or LALP and fails to implement an Improvement Plan, fails to make any improvement in meeting levels of performance or fails to meet 90 percent of the SALP or LALP for three consecutive years
- The district fails to submit accurate Course Enrollment Verification Reports or submit an accurate year-end unduplicated Program Enrollment Report by April 15
- The program fails to produce concentrators for three consecutive years or a placement for four consecutive years.

UNDUPLICATED OCTOBER ENROLLMENT – The number of students enrolled on October 1 of the current school year.

UNDUPLICATED COUNT/ENROLLMENT – A student is counted only once, even if that student is enrolled in and reported as a concentrator in more than one program. Unduplicated student count is used on the Program Enrollment and Concentrator Reports.

UNDUPLICATED PROGRAM REPORTING – A student is counted only once in program enrollment. Unduplicated reporting is required on the year-end Program Enrollment Report, the federal Concentrator Reports and federal Placement Reports. It is possible to enter duplicate concentrator or placement records as State records. Suggested guidelines for determining when to report a student who is enrolled in more than one program as a federal unduplicated record include:

- Reporting the student when they represent the minority gender in a nontraditional program
- Reporting the student based upon a declared career goal
- Reporting a student based upon the most credits achieved in a CTE program or
- Reporting a student based upon their latest CTE program credits achieved

VALID CONCENTRATOR RECORD – A program concentrator record that provides all of the required information and is supported by acceptable local documentation. Only valid federal concentrator records apply toward Performance Measures and placement funding.

VALID PLACEMENT SURVEY – A placement survey record that provides all of the required information and is supported by acceptable local documentation. Only valid surveys will apply toward Performance Measures and placement funding.

WORK-BASED LEARNING – A coherent sequence of job training and work experience that involves actual work experience and connects classroom learning to work activities. Additional information regarding work-based learning is available at <http://www.ade.az.gov/cte/guides/>.

Appendix

SY08-09 CTE PROGRAM LIST

CIP	2009 CTE Program List
52.0300	Accounting and Related Services
01.0100	Agricultural Business Management - Agriscience
51.0800	Allied Health Services
10.0200	Audiovisual Technology
47.0600	Automotive Technologies
51.1000	Biomedical Health Technologies
52.0200	Business Management and Administrative Services
46.0200	Carpentry Technologies
46.0400	Construction Technologies
12.0400	Cosmetology
12.0500	Culinary Arts
51.0600	Dental Assisting
52.1900	Design and Merchandising
51.0900	Diagnostic and Intervention Technologies
15.1300	Drafting and Design Technology
13.1210	Education and Training: Early Childhood Education
13.1200	Education and Training: Education Professions
46.0300	Electrical and Power Transmission Technology
15.0300	Electronic Technology
15.0000	Engineering Sciences
52.0800	Financial Services
43.0200	Fire Science
10.0300	Graphic Communications
47.0200	Heating/Air Conditioning Maintenance
49.0200	Heavy Equipment Operations
52.0900	Hospitality Management
15.0600	Industrial Manufacturing
15.1200	Information Technology
43.0100	Law, Public Safety and Security
52.1800	Marketing, Management and Entrepreneurship
51.1500	Mental and Social Health Services
51.1600	Nursing Services
50.0100	Performing Arts
46.0500	Plumbing Services
47.0100	Telecommunications Maintenance and Installers
51.3500	Therapeutic Massage
48.0500	Welding Technology

Notification of Intent (NOI)

NOTIFICATION OF INTENT FOR COMPREHENSIVE HIGH SCHOOLS RECEIVING PERKINS AND STATE PRIORITY FUNDS TO IMPLEMENT A NEW CAREER AND TECHNICAL EDUCATION PROGRAM—SCHOOL YEAR 2008-2009

Program Information

Contact Person: _____ Email: _____ Phone: _____
 School: _____ District: _____ CTDS: _____ Date: _____
 Address: _____ City: _____ Zip: _____ Program Physical Location: _____
 New Program Name: _____ CIP: _____ Option(s) Programs with Options must specify which option(s) will be taught (i.e. A, B, C, D): _____
 Will this program replace an existing program? ☐ Yes ☐ No Non-Active Program Name: _____ Non-Active Program CIP: _____
 Is this a JTED program? ☐ Yes ☐ No *If yes, the JTED Superintendent also will need to submit a "JTED Application for Course Approval"*
 New Option for Existing Program? ☐ Yes ☐ No Program Name: _____ CIP: _____ New Option(s) (i.e. A, B, C, D): _____

Check the appropriate boxes, indicating the following items will be developed/integrated into the program for 2008-2009 School Year:

- ☐ Community assessment; data indicating opportunities for students for employment or continued training/education in this program.
☐ Administrators, Parents, Community and local Business and Industry are involved in the development and maintenance of this program.
☐ Sufficient enrollment, staff, equipment and facilities will be in place to implement this program. Required reports and data will be submitted.
☐ Program Standards are actively utilized in the coherent sequence of courses with including integration of Academic Standards.
☐ Students will be engaged in work-based learning experiences and/or activities.
☐ CTSO will be integrated (check the appropriate box): ☐ DECA ☐ FBLA ☐ FCCLA ☐ FEA ☐ FFA ☐ HOSA ☐ SkillsUSA

Planned Course Sequence

Courses listed below must deliver the entire set of state-designated program competencies:

Intended Grade Level	Course CIP per Handbook	Local Course Title	Implementation Date	Projected Enrollment	Physical location where course is taught (high school campus, com. college, etc)	Teacher Name	Appropriate VTE/CTE Certification
Career Exploration (7-9)							<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Preparation (9)							<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Preparation (10)							<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Preparation (11)							<input type="checkbox"/> Yes <input type="checkbox"/> No
Career Preparation (12)							<input type="checkbox"/> Yes <input type="checkbox"/> No

Signature

Teacher / Department Chair: _____ Date: _____ School Principal: _____ Date: _____
 Local CTE Director: _____ Date: _____ District Superintendent: _____ Date: _____

Please Submit One Form For Each New Program and Option at Each Site – No Later Than January 1, 2008 – Fax: 602-542-5334

***Please submit by deadline. If the school is unable to offer the program during the '08-'09 school year, please withdraw the NOI in the fall of 2008.**

CTE EXEMPTION REQUEST FY 08

Program Information	Contact Person: _____ Phone: _____ Date: _____		
	School: _____ District: _____		CTDS: _____
	Program Name: _____		CIP: _____
	Has this program ever received an exemption? <input type="checkbox"/> Yes In: <input type="checkbox"/> FY 03 <input type="checkbox"/> FY 04 <input type="checkbox"/> FY 05 <input type="checkbox"/> FY 06 <input type="checkbox"/> FY 07 <input type="checkbox"/> No		
Evidence to Support Request	Please identify, by checking the appropriate boxes, the exemption(s) requested for this program:		
	(May check more than one)	Evidence to Consider	Data Source
	<input type="checkbox"/> Coherent Sequence		<input type="checkbox"/> Alignment Report
	<input type="checkbox"/> Enrollment Size		<input type="checkbox"/> FY _____ Course Enrollment
			<input type="checkbox"/> FY _____ Program Enrollment
	<input type="checkbox"/> Low Performance		<input type="checkbox"/> 1S1 Reading <input type="checkbox"/> 1S2 Math <input type="checkbox"/> 2S1Tech Skill Attain <input type="checkbox"/> 3S1Grad+GED <input type="checkbox"/> 4S1 Graduation <input type="checkbox"/> 5S1Placement <input type="checkbox"/> 6S1 NT Part <input type="checkbox"/> 6S2 NT Comp
	<input type="checkbox"/> Teacher Certification		<input type="checkbox"/> Certificate Copy
	<input type="checkbox"/> Data Quality		<input type="checkbox"/> Data Quality Review Copy
	<input type="checkbox"/> Notification of Intent		<input type="checkbox"/> NOI Form <input type="checkbox"/> Correspondence to/from (Name) _____
<input type="checkbox"/> Other		<input type="checkbox"/> See Attached	

Please submit one request per program to Doug.Deemer@azed.gov. Requests must be received within 10 working days after the date of the Preliminary Funding letter.

Request to Negotiate Local Level of Performance
151 Academic-Reading
2008-2009

Secondary District Information	
C-T-D	
District Name	

Contact Information	
CTE Administrator	
CTE Phone Number	
CTE Email Address	

Request Information/Background	
Requesting Local Level of Performance (LALP) for which Performance Measure:	<input type="checkbox"/> 151 ACADEMIC RDG (SALP 49.1%)
What is your District's current Level for this Performance Measure?	<input type="checkbox"/> 151 _____%
What Local Level are you requesting?	_____%

Justification for Request of LALP	
Explain why this request should be granted:	
Give a description of circumstances leading to low performance:	

Signatures	
CTE Administrator Signature	
Date	
Superintendent/Authorized Secondary Designee Signature	
Date	

